DOCUMENT RESUME

ED 206 889 CE 030 013

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TITLE A Career Education Sampler: Teaching Ideas for Grades 4-6.
INSTITUTION Educational Improvement Center of Northwest New Jersey, Morris Plains.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE 81
NOTE 321p.

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS *Career Awareness; Career Change; Career Development; *Career Education; Communication Skills; Community Responsibility; Computation; Decision Making Skills; *Educational Objectives; Educational Resources; Education Work Relationship; Interests; Intermediate Grades; Interpersonal Competence; Job Skills; *Learning Activities; *Learning Modules; Leisure Time; *Lesson Plans; Occupational Information; Occupational Mobility; Political Socialization; Relevance (Education); Self Concept; Social Responsibility; Socioeconomic Influences; Work Attitudes; Work Life Expectancy

ABSTRACT

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for grades 4-6, and include games, puzzles, poetry, pages to be reproduced and handed out, and group projects. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED206889

A

CAREER EDUCATION

SAMPLER

TEACHING IDEAS FOR GRADES 4-6

Compiled by

Dr. Elaine Douma

under an Exemplary and Innovative
project funded through the
New Jersey Department of Education
Division of Vocational Education and Career Preparation

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CE 030 013

SPRING, 1981

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ACKNOWLEDGMENTS

This sampler represents the efforts of many individuals. The Career/Vocational development matrix on which it is based is the result of research and practice spanning at least fifteen years, involving numerous districts in the state, and requiring the continued support of state and local personnel and resources.

The sampler itself is the product of in-service courses that were conducted in Spring of 1980 through the cooperation of Jersey City State College and the Division of Vocational Education and career preparation.

Eighteen districts, twenty district leaders and over three hundred teachers and counselors were involved. At the conclusion of the courses the leaders screened and edited more than 1,200 modules that had been developed and field tested by the participating teachers. These were subsequently compiled into the present form. A list of people whose modules "made it" into the publication appears elsewhere in this volume. The participating districts and their leaders are as follows:

Leroy Alston, South Brunswick
Joan Barbagelata, Middletown
Karl Brecheisen, Roxbury Township
Joseph Carducci, Mount Olive
Bill Cashill, Hackettstown
Judy Gray, Hunterdon Central H.S.
Frank Grimes, Middletown
Stanley Grossman, Union County Regional H.S.
Andrew Korshalla, Old Bridge
Donald Lambert, Long Branch
Donald Marrandino, Brigantine
Jean Masters, New Providence
Carol Molden, Hopatcong
Gladys Parker, Project COED
Michael Penella, Basking Ridge
Robert Perkowski, Passaic City
Philimena Pezzano, Paterson
Dave Shore, Roselle
Eliner Tannenbaum, South Plainfield
Phillip Terranova, Old Bridge

We are especially grateful to these districts, their leaders, and those teachers who accomplished the task with enthusiasm and high professional standards.

The EIC-NW under its director, Thomas Hamill, provided the project with a "home base" and numerous support services including typing and printing. Department of Education Staff, particularly Shirley Morton and Gregory Buontempo who provided their resources and interest as well as Dr. John Cummings who arranged the in-service component have our "thanks."

Finally, we are grateful to the many colleagues who were supportive and encouraging, who reacted to various portions of the work and who contributed, thus, to its completion.

E.D. & T.G.

FOREWORD

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in the school year 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction.

The sampler is made up of the lessons or modules suggested and developed by over three hundred teachers and counselors. The represent ideas. As such, they offer the reader an array of examples which can be used as is or adapted to a particular situation.

The focus of the project was infusing or integrating career related concepts into the academic, pre-vocational and vocational settings. Teachers were able to select indicators as they wished, so there was little control over the number of ideas or modules produced for any given subject or indicator. Many ideas in education are passed around in much the same way as "folklore" is. Therefore, the reader may find approaches or infusion suggestions that sound familiar. Wherever possible, however, original sources have been documented.

Integrating career related concpets in order to meet the career development needs of students is an important aspect of the teaching process. This document was meant to assist teachers and counselors in their efforts to do so. There are four volumes in this series: K-3, 4-6, 7-9, and 10-14. The matrix itself is available as a separate document.

There is no effective "canned" or "packaged" method of offering career education in the classroom. It is a creative process that each teacher can attend to in his or her own style for his or her needs. It is our hope that readers will find this document helpful in developing their own infusion efforts. We also hope that many teachers will find a great deal of reinforcement as they read through the suggestions and find that so many ideas are similar to things they are already doing in the classroom.

Self Awareness

1.1 Is aware of personal characteristics including strengths and limitations.

A. Assesses personal limitations; sets goals for improvement.

1. Social studies, research biographies of famous people who have had limitations to overcome:
   Abraham Lincoln — Beethoven
   Eleanor Roosevelt — John F. Kennedy
   Helen Keller — Edouard Manet
   Thomas Edison
   Discuss ways they overcame their limitations.

- 2. Social Studies, "Planning Time" p. 5
- 3. Language Arts, "Spelling Goals" p. 6
- 4. Language Arts, "The Concrete Trap" p. 7
- 5. Art, "The Many Faces of Me" p. 8
- 6. Guidance, "Calling Cards" p. 10

B. Identifies personal characteristics which one values and describes the use of those characteristics in school work.

- 1. Language Arts, "Me and My Future" p. 11
- 2. Classroom Guidance/Social Studies, "Coat of Arms" p.12
- 3. Language Arts, "What's in a Name?" p. 14
- 4. Reading, "Alike and Different" p. 16

1.2 Exhibits a positive self-concept.

A. Reacts positively to constructive criticism. (See 2.2)

1. Discusses times when individuals must follow their own inclinations even in the face of popular criticism. Identify people who have made that kind of reaction to criticism: inventors, musicians, painters, presidents, etc.

❖ 2. Science, Language Arts, "Family Tree" p. 18

B. Accepts individual differences of self and others.

1. Students create collages that depict self. Discuss one another's interests/descriptions that are alike or different. Collage may be silhouette-shaped.

❖ 2. Art, "Who Am I?" p. 19

1.3 Identifies a preferred life style.

A. Is able to describe elements of life style for self and others.

❖ 1. Social Studies, "Life Style" p. 21

❖ 2. Language Arts, "My Future" p. 23

1.4 Identifies personal needs, interests, and wants.

A. Identifies personal likes and dislikes.

❖ 1. Mathematics, "I Wish" p. 25

❖ 2. Language Arts, "Letter Writing" p. 27

B. Recognizes how values shape interests.

1. Students list hobbies and match a list of values to those hobbies.

References, p. 28

1.4 B.2 In connection with planning time, students keep logs of activities. Calculate percentages of personal time used

-watching TV
-working
-playing alone
-playing with others
-in sports
-doing homework

Discuss the relationship of values and interests as they relate to use of personal time.

1.5 Relates personal needs, values and interests to behavior decisions, and careers.

A. Relates personal needs, values, and priorities to tasks selection, and to decisions made in school and out of school.

1. Develop and use interest centers in the classroom. Use interest check lists to determine what students would like to study.

2. Have students depict their favorite interests in drawing or collage. Show by chart or graph how their time reflects these interests.

3. Make career collages based on interests using themes such as: wildlife, growing things, building, reading, working with people, etc.

B. Describes how one can use activities for self expression.

1. Students list activities they enjoy and show how each activity is a means to self expression.

2. Have visitors from the arts or the work world talk about various ways they express themselves in their work.

3. Following a major assignment, ask each student how they approached the assignment, how they feel their assignment is unique. Discuss how each individual brings him or herself into the project.

1.6 Understands the effects of maturation on self.

A. Compares descriptions of children at different ages and explains behaviors that occur.

1. Collect and display pictures of children from infancy through adolescence. Have children list words to describe physical differences in ages observed, language differences, emotional development, capabilities.

2. Children develop autobiographies tracing some aspect of their own growth.

Planning Time

Subject area competencies: Time-line.

Basic skills: Social Studies

Career development objective/indicator: 1.1A Identifies personal characteristics.

GOAL AREA Self Awareness

SUBJECT Social Studies

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Time lines A. Eras B. Years C. Months D. Days E. Hours F. Minutes II. Time as a resource A. Using time B. Killing time C. Wasting time III. Estimating and planning time	1. Display number line, recall sequencing. 2. Introduce or review standard time line, via social studies media, history books, illustrations, etc. 3. Discuss daily routine from wake-up to bed time. 4. Graph daily personal time line. 5. Peruse personal time line to see which activities are to be speeded up, slowed down, or eliminated. 	1. Scholastic Public., "Lucky Language Box." 2. History and math books, vary school to school. 3. Self-knowledge. 4. Number lines 5. Time lines 6. Rulers, paper, writing media.	1. Does child display increased self-awareness? 2. Does child adjust time line regularly? 3. Consultation with individuals indicate change in values: a. time used wisely b. assignments completed c. work better organized.

Spelling Goals

Subject area competencies:
Spelling, goal setting, analyzing, comparing, planning
Basic skills: Spelling word correctly.

Career development objective/indicator: 1.1A-Assess personal limitations, set goals for improvement.

GOAL AREA Self Awareness

SUBJECT Language Arts

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Learning to spell, order and use in sentences, twenty or fewer spelling words. II. Keeping record of scores by using graphs. III. Goal setting by individual children. IV. Conferencing V. Graphing of class average.	1. Teacher will introduce 20 words for the week. 2. Each child will set a goal for the number of words the child feels he can correctly spell. 3. Each child will set up a goal and indicate goal in red. 4. Students arrange words in A-B-C order and write vowels seen, vowels heard, silent letters and number of syllables. 5. Students use words in simple sentences to show meaning in context. 6. Students take test on Friday. 7. Graph actual number right in blue. 8. Conference with teacher concerning his results. 9. Set goals for the following week 10. A class average will be kept and graphed on bulletin board. 11. Class will set weekly goals and follow same procedure as for individuals.	List of words to be used for the week.	1. Teacher will compare goals with actual scores. 2. Children analyze weekly results. 3. As this process continues, goals and actual results should become closer together as evidenced by line graph. 4. Overall classes spelling scores should increase using class line graph as criteria.

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The Concrete Trap

Subject area competencies:
Reading comprehension-finding literal and inferential meanings of material. Learn about use of simile, metaphor, and other poetic devices.

Basic skills: *Reading*

Career development objective/indicator: *1.1A-Assesses personal limitations-Sets goals for improvement.*

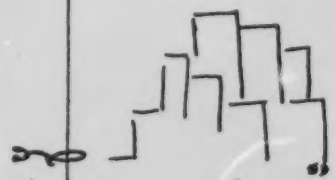
GOAL AREA *Self Awareness*

SUBJECT *Language Arts*

GRADE *5*

Duration - two-40 min. periods

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
I. Read and interpret the poem, "The Concrete Trap" by Elizabeth Coatsworth *II. Literal meaning of the poem which is that a fox is caught in a kind of maze-the city streets-and can't find his way home to the woods.* *III. Similes and metaphors in the poem.* *IV. Relating the fox's emotions to those they have felt at one time or another- bewilderment, frustration, fear.*	*1. Read "The Concrete Trap" by Elizabeth Coatsworth.* *2. First read silently and then aloud.* *3. Discuss literal meaning of poem, and then what does the author really mean.* *4. Discuss which similes and metaphors are found and how they make the poem more effective.* *5. Point out feelings that poem inspires- bewilderment, frustration, and finally fear.* *6. Children will write about a time when they experienced one of these emotions and what they did about it.* *i.e. couldn't do homework* *didn't understand a concept* *got lost, etc.* *7. Set goals for improvement*	*Poem "The Concrete Trap" by Elizabeth Coatsworth* *Language and How to Use It* *Scott Foresman*	*1. Teacher and class listen to written stories read by the child, and then class discusses each story.* *2. Teacher collects stories and discusses with each child if he/she explained his/her feelings, and how he/she tried to set goals for improvement.* *3. Students keeps log of plans and progress.*



the Many Faces of Me

Subject area competencies:
Art/Communication

Basic skills: Drawing, speaking

Career development objective/indicator: 1.1B-Is aware of personal characteristics/describes use of those characteristics in school work.

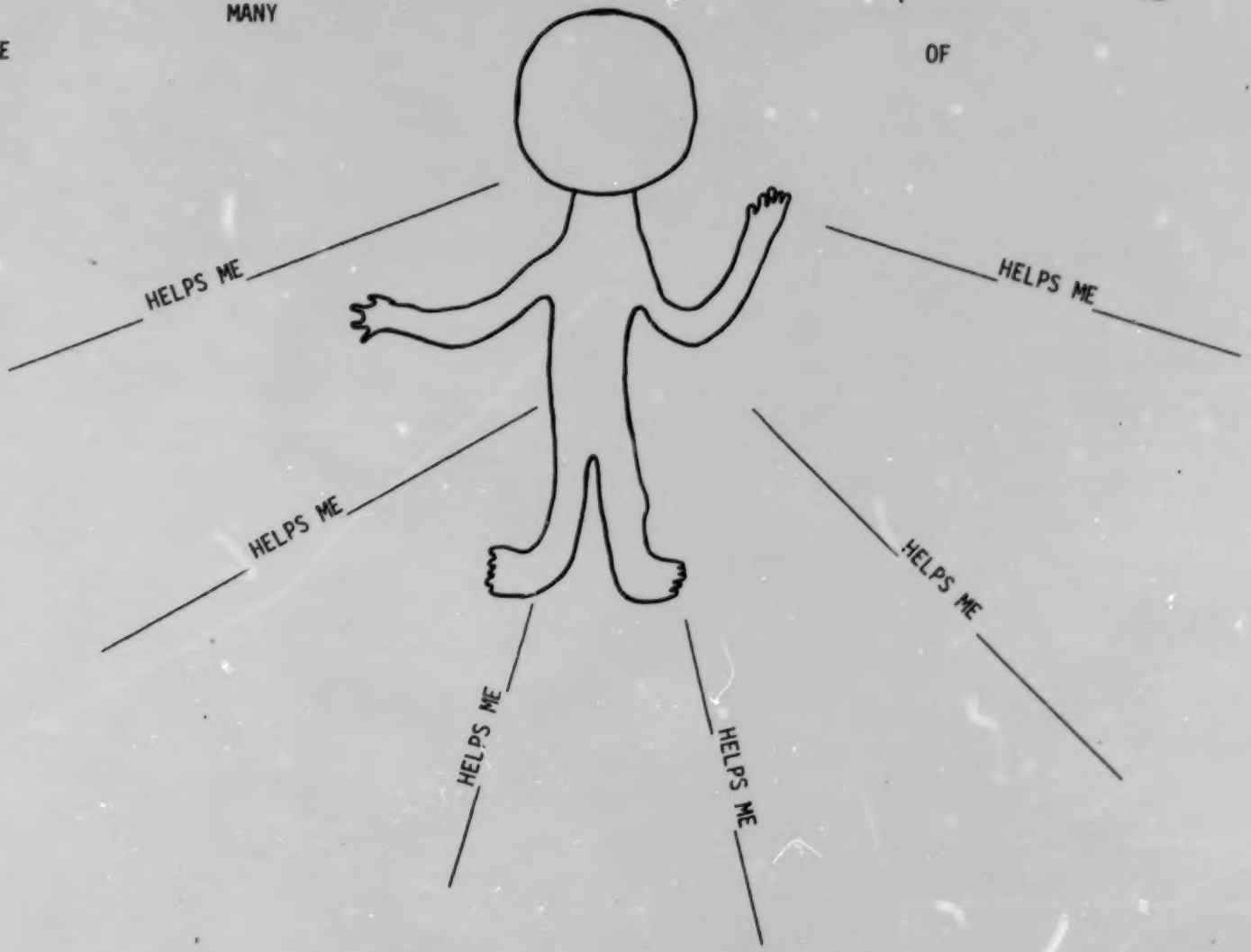
GOAL AREA Self Awareness

SUBJECT Art

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Personal characteristics that show the various facets of a child's school life. II. The value of these characteristics and the use of them in school work.	1. Classroom discussion regarding each child's personal characteristics. Focus on individual differences and abilities. For example: Are you a fun-loving or serious person? Are you usually late or prompt? Are you usually clean or a little dirty, etc.? 2. develop a drawing "The Many Faces of Me" (attached) 3. Each child will display his/her drawing and explain how his/her various personal characteristics are useful in school work. 4. Children make a large list of personal qualities. Then discuss how each is a help or a hindrance to specific classroom activities.	1. Construction paper 2. Crayons or paint 3. Magazine pictures and scissors if you decide to make into a collage.	1. Student's explanations 2. Peer group discussion and participation. 3. Was each child able to successfully complete his picture? 4. Match personal qualifications to specific kinds of tasks.

THE MANY FACES OF ME



-6-

NAME_____

DATE_____

Calling Cards

Subject area competencies: Can identify things that one can do well.

Basic skills: Writing

Career development objective/indicator: 1.1A Is aware of personal characteristics; strengths and weaknesses.

GOAL AREA Self Awareness

SUBJECT Guidance

GRADE Special Ed./EMR

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Calling cards: a. name b. address c. phone d. title e. slogan f. illustrations	1. Introduce topic: Calling cards introduce people and promote their talents. 2. Show class examples of business cards; discuss meaning. 3. Explain that class will be designing their own calling cards. 4. Have each student select a hobby, talent, or interest. 5. Pass out 3x5 index cards and magic markers. 6. Allow 15 minutes for designing and 5 minutes to exchange cards. 7. Display cards.	Transitions; American Guidance Service; Circle Pines, Minnesota, 53014	Teacher observation: 1. Were students able to select a personal strength? 2. Were students able to ascertain information to be presented? 3. Were students pleased with results?

[illegible]

Subject area competencies: Language arts/grammar

GOAL AREA Self Awareness

SUBJECT Language Arts

Basic skills: Adjectives and paragraph writing

GRADE 4-6

Career development objective/indicator: 1.1B Is aware of personal characteristics including strengths and limitations/Identifies personal characteristics which one values.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Descriptive adjectives A. Concrete B. Abstract II. Biographical sketches.	1. The student will select two sets of adjectives describing themselves: a. one set describing themselves now in abstract and concrete terms; b. one set describing themselves as adults in the future 2. Lists of adjectives will be collected by the teacher and read to the class. The class in turn will try to guess who is being described.	Roget's Thesaurus Dictionary of synonyms and antonyms.	Two biographical sketches can be written in paragraph form: one describing themselves now, another describing themselves in the future.

Coat of Arms

Subject area competencies: Guidance, self-awareness evaluation.

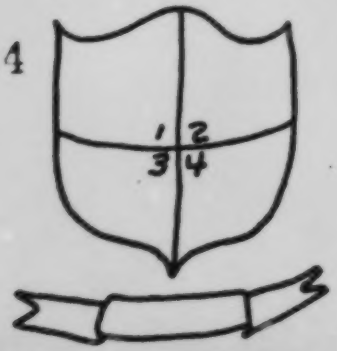
Basic skills: Thinking, self-evaluation, drawing

Career development objective/indicator: 1.1B To identify strengths/ weaknesses and to set goals.

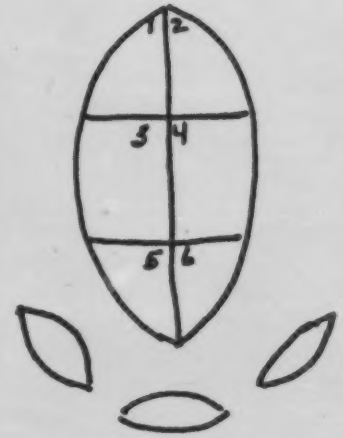
GOAL AREA Self Awareness

SUBJECT Classroom guidance

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Coat of Arms A. Defined B. Purposes, historically 1. To identify family symbolically 2. Include family craft 3. Include historic event 4. Other II. Personal Coat of Arms  	1. Introduce the two kinds of Coats of Arms: traditional shield and African shield. 2. Discuss uses and symbols used in a Coat of Arms. I.e., What are they used for? By whom are they used? What kind of symbols have been used on Coats of Arms? 3. Distribute the two types to each child. He may then choose the type he wishes privately (see attached sheets). 4. Explain the seven spaces provided for them to create their own symbol using the following using the seven directions: Space 1. Draw a symbol for the most important event in life.	Dittoes of traditional shield for Coat of Arms and African shield. Crayons Pencils Raths, Harmin, Semion, Values and Teaching, Merill, 1978.	Evaluation can be judged by the readiness to share and awareness of class to likes and differences and the acceptance of each other as individuals and the ability to draw conclusions about "likes" in the group. To accept differences after sharing is completed and each child has had all the time he choose to explain. The class can recall the various similarities and interests, etc.

Coat of Arms (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	Space 2. Draw a symbol for your greatest achievement in the last year. Space 3. Draw a symbol for something you are good at. Space 4. Draw a symbol for something you would like to be better at. Space 5. Draw a symbol for something you would like to accomplish by the time you are 35. Space 6. Draw a symbol for something that makes you happy. Space 7. Write three things (words or short phrase) that you would like people to say about you. Work should be done independently to be of value. Teacher should play game and share also. When drawings are finished, they may be shared with class in total, in part, or not at all		

What's in a Name?

Subject area competencies: Holding small group discussions.

Basic skills: Reading

Career development objective/indicator: 1.1B Identifies personal characteristics which one values and describes the use of them in school work.

GOAL AREA Self Awareness

SUBJECT Language Arts

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Self awareness. II. Family names. A. First names B. Surnames III. Meaning of names A. Traditional B. As influenced by personalities. IV. Name trends A. How people select names B. Examples of popular names at specific times. V. How names affect people A. Alphabetical placement in classes, etc. B. Pre-conceived notions about names.	1. Have class select a favorite colored piece of paper. 2. Fold in half lengthwise. 3. On one side write first name; on second side write surname. 4. Decorate names to represent self. 5. Pass out attached sheet. Give time for individual to read and give some thought to answers. 6. Break class into small groups for group discussions. 7. Names drawn on colored paper can be displayed on desks or bulletin board. 8. Play "Who am I?" Students think of famous names. Either use clue questions or have students give clues one at a time.	Colored construction paper Colored markers Crayons Books of names and their meanings.	Teacher can sit in on groups for a few moments each. Share in discussions. Note involvement. Students identify their own names as - characteristics - positive - having some effect on their life.

DISCUSSION ON NAMES

In your small group talk about the following questions:

First Names

1. How did you get your first name?
2. Are there any customs in your family about naming children?
3. Do you like your name? Why or why not?
4. Do you have any nicknames or pet names that people call you?

Surnames

1. Where does your family name come from?
2. Is there a meaning to your last name?
3. Does your name have any characteristics in common with other surnames?

Effects of Names

1. How does your name being what it is affect you?
2. How does a person affect his/her own name?
3. Do you ever stereotype a person because of a name?
4. How can you avoid this?

ALIKE & Different

GOAL AREA Self Awareness
Interpersonal Skills

SUBJECT Reading

GRADE 4

Subject area competencies: Reading

Basic skills: Making comparisons

Career development objective/indicator: 1.2B-2.3B - Accepts individual differences of self and others/Views individual differences positively.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Physical characteristics, behavioral traits, likes and dislikes of students. II. How traits and characteristics are alike and different.	1. Classroom discussion to identify the 3 areas covered: Physical - use attached questionnaire by Ginn Co. Behavioral - Is it hard for you to sit still? Do you have good table manners, etc.? Likes and Dislikes - Do you like movies? Do you like homework, etc.? 2. Each child is given a partner to discuss the 3 areas. 3. Fill in the two attached questionnaires.	1. Elementary Science 4-Review Activities Book- Page 68-Ginn and Co. (attached) 2. Questionnaire -showing pictures of self and partner -lists similarities and differences (attached)	1. Has the child participated in the classroom discussion? 2. Was each child able to successfully complete the two questionnaires? 3. In studying the individual responses to the questionnaires is the teacher able to discern a positive attitude towards self and towards the differences of others?

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HERE IS A PICTURE OF ME!

HERE IS A PICTURE OF MY FRIEND

THESE ARE THE WAYS WE ARE <u>ALIKE</u>:

1.
2.
3.
4.
5.

THESE ARE THE WAYS WE ARE <u>DIFFERENT</u>:

1.
2.
3.
4.
5.

NAME _____

DATE _____

Family Tree

Subject area competencies: Family tree

Basic skills: Independent study or research

Career development objective/indicator: 1.2A Exhibits a positive self concept.

GOAL AREA Self Awareness

SUBJECT Science, Language Arts

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Family Tree A. Definitions of B. People to be listed. C. Definitions of the following: 1. roots 2. heritage 3. characteristics 4. generations	Day 1 1. Introduce and explain what is a family tree. 2. Discuss pertinent terminology used when developing a family tree as per content. 3. Demonstrate an example of a family tree on the board. Day 2 1. Students must list the names of their parents, all brothers, sisters, grandparents or both sides of their family, also aunts and uncles. Trace back 3 generations, or 4, as an incentive for extra credit. 2. Parental assistance can be utilized. Day 3 1. Ditto a teacher-made Family Tree form which will be used to complete all of the student's research. 2. Below the names of their family members, additional information may be gathered: eye color, hair color, birth, death, height, weight.	1. Teacher-made ditto of Family Tree 2. Pencil, ruler.	1. Observation by teacher. 2. Class discussion about findings. 3. Have students draw conclusions about their findings.

WHO AM I?

Subject area competencies:
Read and follow directions

Basic skills: *Read, trace, cut, paste*

Career development objective/indicator: *1.2B-Accepts individual differences of self and others*

GOAL AREA Self Awareness

SUBJECT Art

GRADE Intermediate Perceptually Impaired

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. -recognition of own facial characteristics II. -use of form and design III. -use of visual media for developing a collage i.e. paste, scissors, magazines, poster paper	Students are to follow directions on the "Who Am I" chart. 1. Make a profile silhouette a. stand sideways in front of a white piece of paper b. shine a projector on your head c. have a friend trace the profile of your shadow on the paper 2. Cut out your own profile and paste on colored poster paper 3. Cut out things from magazines that are important to you: - things you like to do - things you own - things you would like to do - places you have been - people you admire 4. Do not sign your collage	Projector Multi-colored poster paper scissors paste magazines pencils Texts: 100 ways to Enhance Self-Concept In the Classroom (Canfield & Wells) Prentice-Hall, Englewood Cliffs, N.J. 1976	-Creativity of each collage -Correctness of "guesses" by students -Explanation of each student's own collage (verbal expression) -Appropriate discussion of others collages

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	After the collages are completed, they are to be numbered and displayed in class. First have the students try to guess each collage. Then allow each student to explain the items on his collage. This part of the activity must be structured so that the students do not become critical. It should be noted that each collage has something in common with all the others, but just as people, each is unique. The teacher may have to set parameters and "guide" the discussion to keep it productive.		

Life style

Subject area competencies: Making inferences and analyzing.

Basic skills: Reading

Career development objective/indicator: 1.3A Is able to describe elements of a life style.

GOAL AREA Self Awareness

SUBJECT Social Studies

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Artifacts (any item made by people) Point out fact that scientists use artifacts to investigate ancient cultures. II. The work of archeologists III. Artifacts that may be found 100 years from now. IV. Definition of life style. V. Examples of life style as shown in artifacts, symbols, pictures.	1. Discuss word "artifact" with students so that they understand how they can be used by scientists to study other cultures. 2. Discuss the work of archeologists. 3. Have students pretent to be archeologists of the late 21st century who have unearthed artifacts from the late 20th century. 4. List as many artifacts as the students can present. 5. Divide the class into groups of 4 or 5 students. Let each group select 10 artifacts from the list. 6. Each group, after talking among themselves, will present to the class their ideas about the life style of late 20th century Americans that could be determined by studying their 10 articles. (see attached) 7. Use magazines and have students describe predominant elements of life style shown in them.	A list compiled by teacher and students of artifacts that would be useful to archeologists of the 21st century.	Children will present their ideas of how Americans of the late 20th century lived, based on the information they learned from examining their particular artifacts. Other children will agree or disagree that these items would so describe a life style.

LIFE STYLE (continued)

DISCUSSION QUESTIONS

In looking for information about how people lived in the late 20th century, choose artifacts that will tell you:

What are some things they did?
How did they make a living?
How did they get around?
What did they eat?
How did they live?
What did they wear?
What materials did they make use of?
How did they live together?
How did they provide for their everyday needs?
What did they do for fun?
What kind of games did they play?

ETC.

My Future

Subject area competencies: Newspaper/Reading

GOAL AREA Self Awareness

SUBJECT Language Arts

Basic skills: Introduction of classified section of newspaper.

GRADE 4

Career development objective/indicator: 1.3A Is able to describe life style for self/matches personal qualifications with career/needs compatible with career choice.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Life Style A. Definition B. Examples II. Elements of Life Style A. Job B. Automobile C. Home D. Hobbies, Liesure	1. Class discussion regarding each child's wants, needs, and interests for the future. 2. Relating each child's desires to his future career choice. Will you be able to afford this life style? 3. Correlate map study with the real-estate section of the newspaper. Where is this house located? What type of area? 4. Fill out attached sheet to indicate your future job/car/home by drawing or cutting your choice out of the classified section or magazine and pasting it in the appropriate block.	1. Copy of the local newspaper for each child. 2. Attached ditto sheet. 3. Scissors, paste	1. Is each child able to use and understand the classified section of the newspaper. 2. Is the child able to describe a life style that he/she envisions? 3. Is the child aware of his/her personal needs, wants, and interests being compatible with his/her future career choice? 4. Was each child able to successfully complete the attached sheet indicating his future life style?

DIRECTIONS: Cut 1 item from the classified section of your newspaper. Paste it in the proper block.

NAME _____

THIS COULD BE MY FUTURE HOUSE:

THIS COULD BE MY FUTURE JOB:

THIS IS THE CAR I WOULD LIKE TO DRIVE:

HERE IS ONE MORE THING I WOULD LIKE TO HAVE IN THE FUTURE:

I Wish . . .

Subject area competencies: Awareness of the value of money.
Decision making.

Basic skills: Reading, Math, Oral Communication

Career development objective/indicator: 1.4A Identifies personal likes and dislikes.

GOAL AREA Self Awareness

SUBJECT Mathematics

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Mathematics A. Money B. Bidding at an auction II. Interests	Pass out copies of the "Wish Auction" items and allow ample time to study. Distribute a set amount of money to each student and explain the auctioning procedure. The highest bidder will win the item. The teacher will act as auctioneer. No loans are allowed and all bids are final. After the auction, list on the board who got which items.	Developing Positive Self-Awareness, Milliken (1977)	Teacher Observation Class Discussion 1. Did you plan ahead of time which items you wanted to bid on? 2. Were you able to buy what you planned on? 3. Did you bid on any items you didn't plan on bidding for? 4. Did the bidding of your classmates affect your bidding? 5. How are the items you bid for important for you? 6. Did you bid for things you thought would be fun or did you bid for more serious things?

I WISH ...

1. I could be a nurse.
2. I had a pet.
3. I were a ballet dancer.
4. I could spend the afternoon with my dad.
5. I could go to the moon.
6. I were a teacher.
7. I could play all day.
8. I were an artist.
9. I had a hot-rod car.
10. I had lots of ice cream.
11. I could climb up and sit on a roof.
12. I could have my picture taken.
13. I could go barefoot all the time.
14. I were a football player.
15. I played in a band.
16. I had a swimming pool in my yard.
17. I had a really good friend.
18. I could build things.
19. I had some fancy clothes.
20. I were a race car driver.
21. I were a baseball player.
22. I were at the ocean.
23. I had a house in the country.
24. I lived in a tent.
25. I could go on a family picnic.
26. I were famous.
27. I could be invisible whenever I wanted.
28. I were back in kindergarten.
29. I had a big family.
30. I had a big family.
31. I were a movie star.
32. I could spend the afternoon with my mom.
33. I were a rock-and-roll singer.
34. I could scuba dive.
35. I were very smart.
36. I had my own airplane.
37. I were a famous boxer.

Letter Writing

Subject area competencies:
The student will be able to write a good, friendly letter in correct form, good English usage, sentence structure.
Basic skills: Written language.

GOAL AREA Self Awareness

SUBJECT Language Arts

GRADE 6

Career development objective/indicator: 1.4A-Student will be able to communicate his likes and dislikes, his interests, values, etc. to another student he has never met.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Writing a letter a. Inside address b. Heading c. Body d. Closing II. Interests and hobbies. 	1. Teacher contacts another sixth grade teacher and lays the ground-work for the two classes to exchange letters. (Contacts may be made through relatives or friends with school age children, or through state offices of education association) 2. Class makes a list of some ideas that they can write about. (List these thoughts on oak tag or the chalkboard) Teacher guidance may be needed to help students understand these letters should include some personal interest ideas such as: my hobbies, my favorite subject at school, sports I enjoy, etc. 3. Students write letters. 4. (Optional) Proofread by teacher for spelling or structural errors. Rewritten in corrected form by student. 5. Teacher mails all the letters and class awaits responses. 6. May continue for several months.	1. English textbook-6th grade 2. "Language Roundup"-Pgs. 45-56 3. "Progress in English 6th Grade" Laidlaw Pgs. 62-64 4. Teacher prepared overhead transparancies illustrating accepted form for a Friendly Letter and addressing an envelope.	1. Teacher evaluation of the letters the students write. 2. Teacher evaluation of the student's ability to communicate his likes and dislikes and general interests to someone in his own age group. 3. Teacher will evaluate letters for form, sentence structure, spelling and usage.

REFERENCES

Balton, Carole. Never Jam Today. Atheneum, 1971.

In 1917, when Madeline Franklin became active in the Women's Suffrage movement, she was banished by her irate father. Undaunted, Maddy persisted in peaceful but unyielding activities in New York and Washington.

Brink, Carol Ryrie. Caddie Woodlawn. Illustrated by Trina Schart Hyman. Macmillan, 1973.

A red-headed tomboy and her borthers, who live on the Wisconsin frontier in the 1860's, have exciting adventures with friendly Indians.

Chasek, Judith. Have You Seen Wilhelmina Krumpf? Lathrop, 1973.

Story of a non-conformist young woman in Holland.

GArthwaite, Marion. Holdup on Bootjack Hill. Illustrated by Leo Summers. Doubleday, 1962

Callie uncovered a plot to harm her Indian friends, thereby convincing Andy Jensen that girls were good for something except washing dishes. An exciting story of California in the post-Gold Rush day of 1862.

Greene, Bette. Philip Hall Likes Me, I Reckon Maybe. Illustrated by Charles Lilly. Dial Press, 1974.

Beth Lambert, daughter of a poultry farmer in the Ozarks, wonders if perhaps she's number two student because she doesn't want to beat out her friend, cute Philip Hall.

Conford, Ellen. Dreams of Victory. Illustrated by Gail Rockwell. Little, 1973.

Victory Benneker, a typical, mixed-up sixth grader, compensates for her sense of inferiority with queen-size daydreams that, unfortunately, collide with reality - until the day she writes an essay on imagination.

Decker, Duane. Switch Hitter. Morrow, 1953.

Russ Woodward was a top-notch baseball player when he joined the Blue Sox; the trouble was that he knew it. The manager tried every way he knew to knock the chip off his shoulder, but Russ had to work out his own problem before he could be of any use to himself or the team.

Konigsburg, E.L. Altogether, One at a Time. Illustrated by Gail E. Haley, Mercer Meyer, Gary Parker and Laurel Schindelman. Atheneum, 1971.

Four stories show -that things can be bad and good at the same time.

Interpersonal Skills

2

2.1 Demonstrates awareness of the effect of self on others.

A. Shows awareness of how one's attitudes affect interpersonal relationships.

1. Students each select a character from one of the readings to role play. The teacher (or other student) makes up a situation involving interpersonal interaction, and several students take turns role playing their character's probable reaction. Discuss the effects of different attitudes on the situation.

2. Students role play a given situation using different attitudes.

3. Discuss effects of different ways to say the words: "Where are you going?" (curiosity, suspicion, excitement, etc.)

2.2 Reacts positively to constructive criticism.

A. Reacts positively to suggestions from others.

1. Language Arts, "Myths" p.32

2. Using closed circuit TV, if possible, students develop one-act plays and present. Assign a director role to each group. Have the group evaluate the manner in which direction is given; have directors share insights about how "actors" take and profit from direction.

3. Discuss instances in which direction and constructive criticism play an important role.

4. Science, "Anti Litter" p.33

2.3 Works with others regardless of sex, race, cultural differences.

A. Works well in groups.

1. After teaching a mathematical function, divide the class in small groups to solve a (complex) problem. Have a feedback session in which students discuss values of working together to learn.

2.3 A. 2. Use temporary work groups to develop reports, decide on which students will be a part of a class presentation, etc.

❖ 3. Science, "Skill Graphs" p.34

B. Views individual differences positively.

1. Science: Students indicate (after study) the different qualities and abilities needed by individuals on a space ship.

2. Analyze why the members of teams, baseball, basketball, football need different sets of skills.

3. Music: Study teams of misicians and song writers who combined different talents to create classic works. Discuss different skills of musicians in an orchestra.

2.4 Analyzes differences between personal values and the value orientations of others.

A. Differentiates own values from those of peers.

❖ 1. ESL, Science, "4 Seasons" p.35

2. Students share family traditions with the class.

3. Social Studies: Students study locations in nearest metropolitan area or other geographic location where people of specific nationalities have settled. (e.g. Chinatown) Discuss traditions and communities. Children trace and share their own cultural backgrounds.

4. Following the reading of stories about people, students tell with which character they identify. Make a list of a character's traits and indicate which are most like me, least like me.

❖ 5. Health, "Group Decisions" p.37

2.5 Affirms the need for positive interpersonal relationships.

A. Identifies reasons interpersonal relationships are important.

❖ 1. Reading, "Teamwork" p.39

❖ 2. Language Arts, "Consensus" p.41

2.5 B. Recognizes that society and business depend on contributions of all workers.

- 1. Language Arts, "Working Together" p.43
- 2. Social Studies, "Production" p.44

C. Identifies ways in which people influence one another.

1. Read biographies of famous people. Show or discuss how others influenced their work.

2. After reading stories about specific characters, trace the manner in which each character influenced the other. Discuss which characters were most influential.

3. Students list ways in which parents, sisters, brothers, and friends influence their decisions.

2.6 Resolves conflicts involving groups.

A. Explains how to resolve conflicts that occur in groups.

1. Use group work and group problem solving situations. During feedback sessions, discuss how each group was able to resolve conflicts.

2. Use situations in readings in which members of a family, group of friends, or work group have a problem. Pose alternative solutions and discuss consequences.

2.7 Recognizes the role of constructive and positive competition.

A. Participates positively in competetive games.

- 1. Science, "Nature Hunt" p.45
- 2. Spelling, "Play Ball" p.47
- 3. Physical Education, "Relays" p. 49
- 4. Mathematics, "Buy and Sell" p. 51

2.8 Identifies and uses interpersonal skills.

A. Identifies and exhibits or uses socially acceptable manners.

- 1. Language Arts, "Telephone Manners" p.52

References, pp. 53.54

MYTHS

Subject area competencies: Grammar, sentence structure, punctuation, and capitalization

Basic skills: Written Communication

Career development objective/indicator: 2.2A Accepts constructive criticism and suggestions from others.

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Myths A. Definitions B. Examples C. Elements II. Critiques A. Constructive Statements B. Use of Positive Phrasing	Put word "myth" on chalk board. Have student define, if possible. If not, put definition on board. Have students give examples of any myths they know or have read. Then read myth on page 82 of English book. Discuss during and after reading with class. Read three or four Greek and/or American Indian myths to class. Explain that they are to write a myth about some feature of nature. At second session have individual students read their myth to the class. After a myth is read, ask rest of class for any suggestions or corrections they would make. When this is finished, have students rewrite myth and turn in both the original and corrected copy.	Patterns of Language, American Book Co., 1974 Paper Chalk Chalkboard Examples of Greek myths Examples of American Indian myths.	1. Students develop criteria for correction of myths and use them for critique. 2. Improvement of myths. 3. Students discuss the role of critique in improving their work.

Anti-Litter

Subject area competencies:
Language Arts, Science/Health Application

Basic skills: Communication-Art-Science

Career development objective/indicator: 2.2A Reacting positively to a suggestion

GOAL AREA Interpersonal Skills

SUBJECT Science/Health Art

GRADE 5

Time Allotment: 45 min. (1 day)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Pollution a. Types 1. Air 2. Water 3. Soil 4. Noise II. Cartoons a. Caricature 1. Snoopy 2. Others of student's choice	1. Discuss types of pollution. List student's responses on the board. 2. Students use responses to draw their pictures as follows: Negative Suggestion (Picture) A — Positive Suggestion (Picture) B Which would you choose? 3. Students exchange pictures and mark their choice. They may color pictures. 4. Compile into a class booklet. 5. Develop drawings into a poster campaign for use in grades 1-3.	1. Student's input 2. Teacher's input 3. Newspaper and magazine articles 4. Television reports 5. Filmstrips: Water Pollution 620-435 Air Pollution 620-419 So. 1 Pollution 620-427 with cassettes by Weber Costello, Chicago, Illinois 6. Pamphlet: Professor Clean asks..What is Air Pollution? General Motors Corp. 1973 - Detroit, Mich. 48202 7. Comic Strips	Teacher will tally negative and positive responses to suggestions.

SKILL GRAPHS

Subject area competencies: Using small group process to master a skill; constructing bar graph; learning an automatic act.

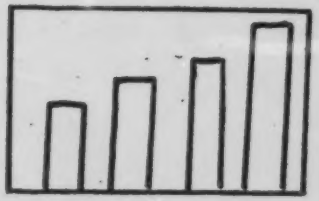
GOAL AREA Interpersonal Skills

SUBJECT Science

GRADE 6

Basic skills: Reading, mathematics

Career development objective/indicator: 2.3A Works well with others in groups regardless of sex, race, cultural differences and is aware of how self is different or like others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Learning a skill A. Performing the task B. Practicing a skill until it becomes automatic II. Recording behaviors A. Recording speed B. Using bar graphs III. Working in teams	Following instructions, students: 1. Form groups of two or three. 2. Read the laboratory manual and follow the written directions 3. Aid each other in learning to tie a bowline knot. 4. Keep a record of the speed with which each student completes the task with each successive try. 5. Make a bar graph depicting their progress. 6. Try to tie the bowline knot with their eyes closed. 	"Classroom Laboratory" Concepts in Science, 3rd Edition, Brown, Harcourt Brace, Jovanovich, Inc., N.Y. 1972, pages 4-5 Clock or watch Plastic ropes	Teacher and students evaluate the outcomes through class discussion using the following criteria: 1. Ability of students to work within a small group. 2. Ability to tie bowline knot in less than a minute. 3. Whether the student has gained understanding that in order to do a task automatically practice is needed. 4. Correctness of bar graph. 5. Whether student has gained appreciation of individual differences among students.

4 Seasons

Subject area competencies: Vocabulary expansion, cultural awareness

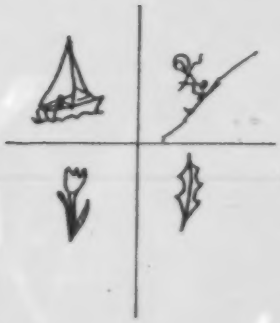
Basic skills: Listening, speaking.

GOAL AREA Interpersonal Skills

SUBJECT E.S.L.

GRADE 4-6

Career development objective/indicator: 2.4A Analyzes differences between personal values and value orientation of others; comprehends that certain values may not be assigned equal importance by others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Vocabulary A. Seasons B. Weather II. Conversation stimulus A. Controlled B. Free 	I. Point to each picture on the ditto and model the pattern. A. It is <u>summer</u> (fall/autumn,winter, spring) B. There is a <u>cloud</u> (rain, moon, storm, star, lightening, etc.) C. I am <u>cold</u> (hot). II. Complete the sentences with a logical response. A. In the summer, it is _____. (hot, rainy, etc.) B. In the winter, it is _____. (cold, snowy, etc.) C. During a storm, there is _____. (lightning, thunder, etc.) D. I see the _____ at night. (stars, moon) III. Answer the questions: A. When is it hot? (cool, cold) B. When do leaves grow on trees? C. What are signs of winter? (fall, spring, summer) D. Name the months in each season? E. What are seasonals?	<u>Vocabulary Builder</u> National Textbook Co. Skokie, Illinois, p. 27, Seasons and Weather.	I. Monitor responses of drills and answers in I, II, III under methods and activities. II. Class discussion. A. Why isn't everyone's ranking the same? B. Does it mean that one's person list is more correct or better than the others? C. Can we learn to respect others' values? D. Don't we have a right to like or dislike things? E. What are some things we can do to show that we respect another's opinion even though they may not agree with us?

4 Seasons (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	F. In your native country, what seasons do you have? weather? G. What is your favorite season? 2nd best, 3rd best, 4th best? (Rank according to your preference). Why? (Allow 1-2 minutes)		

64

65

GROUP DECISIONS

Subject area competencies:
Analyzing problem, problem solving, decision making,/
Application of basic skills.
Basic skills: Reading

GOAL AREA Interpersonal Skills

SUBJECT Health

GRADE 5

Career development objective/indicator: 2.4A-Analyzes differences between personal values and the values orientation of others. Differentiates own values from peers.

Suggested time: 50 min.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Values A. Moral courage B. Responsibility for others welfare C. Socially responsible behavior	1. Warm up questions a. Have you ever been in a situation where you were just going along with your friends and siddenly things got out of hand and everyone was in trouble? b. Have you ever found yourself feeling uncomfortable in a situation but being afraid to do anything because your friend would get angry with you? 2. Introduce film strip "The Big Eye" noting a. Similarity of problem to those of the students. b. The film will stop and will not be finished. c. Encourage ideas about how the story could end. 3. Present film strip.	*Film strip Winston House Religious Educational Film Strips "The Big Eye" copyright 1976 Fannie and George Schaftel "Values in Action" Winston Press Inc., copyright 1976 *Note: An anecdotal record depicting a social situation in which a student was involved with other students whose values in a situation were different, might be used. See attached sample.	1. Teacher observation during role playing. a. Did the students understand the story? b. How did they analyze the problem? c. Did they act out the problem to a solution? 2. Discussion a. Of the various ways we have tried to solve this problem which do you think will work out best? b. Why?

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	4. Elicit responses a. What is happening here? b. Does anyone else see this differently? c. How do you think _____ feels? d. What do you think will happen now? 5. Role playing at completion of expression of ideas on solution. a. Invite student to be key person. b. Select other characters. c. Set stage 1. Who are you in the story? 2. Where will this take place? 3. What are the various people doing? d. The enactment 1. Props, to a minimum 2. May be brief or extended 3. May go to conclusion 4. May resolve problem 5. May go to bitter end so consequences become clear 6. Discussion a. Could this happen in real life? b. What do you think will happen? c. Are there other ways this situation could end? d. Could anything like this happen to you? 7. Decision making a. Review different solutions that have been explored. b. What solutions could really happen? c. Which solutions would make the people happiest?		3. Given a description of an incident in which a group of people make a decision that is contrary to the values of one individual, the student will be able to: a. identify the possible values behind the group decision b. list the individual values and discuss why they conflict c. discuss possible ways the group <u>and</u> the individual can compromise. 4. Discuss situations in which: a. individuals <u>must</u> go along with the group decision b. individuals <u>should not</u> go along with the group decision c. groups must take into consideration the values and needs of individuals c. the individual should attempt to modify or influence the decision of the group.

TEAMWORK

Subject area competencies: Reading for details; making inferences; drawing conclusions.

GOAL AREA Interpersonal Skills

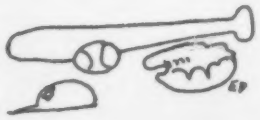
SUBJECT Reading

GRADE 6

Basic skills: Comprehension

Career development objective/indicator: 2.5A,B,C Affirms need for positive interpersonal relations/identifies reasons they are important/recognizes that society depends on contributions of all workers/ idenfieis ways in which people influence one another.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Reading vocabulary II. Making inferences, drawing conclusions. III. Team work A. Factors that contribute to it. B. Importance of roles.	The student will: 1. Read the story, "The Computer Triumphs Again" 2. Write answers to questions based on information read (questions attached) 3. Participate in class discussion to further elaborate answers to the questions.	Keystone, Houghton Mifflin, 1976, "The Computer Triumphs Again," p.414 Set of questions relating to the three indicators (sheet attached).	Teacher evaluation: The answers to the questions will affirm student's understanding of the importance of interpersonal relations, contributions of all members, and ways people influence one another.



THE COMPUTER TRIUMPHS AGAIN

QUESTIONS to be written on chalkboard	POSSIBLE ANSWERS	INDICATOR ADDRESSED
1. At the beginning of the story, why are the Red Sox having a problem?	Everybody wants to be the pitcher and thinks about pitching instead of paying attention to the position he is playing.	A
2. What effect did the computer's selection have on the Red Sox?	They became a winning team because each member became responsible for his own position. They worked together.	A/B
3. What advice did Miss Carmody give the team members during practice? Why was this good advice?	"The infielder nearest the catcher directs the play." (p. 417) "Listen to the catcher." (p. 417) "...and make the right play instinctively, guided by the teammate nearest you." (p. 416) This is good advice because working together strengthens the team, and you have a better chance to win.	A/B/C
4. How does the catcher influence the team?	He directs many plays. He tips off the pitcher when a runner tries to steal.	C
5. Why do you think the Red Sox won the game?	They had teamwork. Each member did his own job. They worked together. Every member was important. Etc., etc.	A/B

Consensus

Subject area competencies: Language arts communication and discussion skills.

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 4-6

Basic skills: Listening, planning; ability to reach agreement through consensus.

Career development objective/indicator: 2.5A Identifies elements necessary for positive and effective team work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction of terms A. consensus B. communication II. Communication skills A. to plan a solution III. Listening skills A. to find best solution to problem IV. Consensus reaching A. deciding together which offered solution to try. B. trying various solutions until problem is solved V. Discussion A. applications of various solutions and the results.	1. Measure off 37½ feet and mark each end. Set out seven bases spaced across the span. 2. Group class into teams of from 5-10. 3. Explain: Between the two markers is a raging river. The team's task is to get each member across, using the bases as stepping stones without getting "wet." 4. After each team has crossed the river, ask the following questions and have each student fill out the attached form. a. What was the hardest part of the exercise for you? b. What part(s) made you feel good? c. What didyou learn from this activity? d. Did leaders emerge? e. Was there conflict? How was it resolved?	Adapted from Junior High Innerchange, 1977, Human Development Training Institute.	Teacher observation Reaction form Individual student statements Each student will answer the following question: To solve a problem or find a solution in a group, the most effective behavior is: a. argument b. stubbornness c. cooperation d. domination e. organization f. compromise

GROUP TASK REACTIONS FORM

1. Whose participation was most helpful in accomplishment of the task?

2. What behavior was helpful?

3. Whose participation seemed to hinder the accomplishment of the task?

4. What behavior seemed to be a hindrance?

5. What feeling reactions did you experience during the problem-solving exercise?

6. What role(s) did you play in the group?

Working Together

Subject area competencies: Researching information

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

Basic skills: Reading, writing

GRADE 4

Career development objective/indicator: 2.5B Affirms need for positive interpersonal relationships/ Recognizes that society and business depend on contributions of all workers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Settings in which people perform their jobs. A. Department store B. Hospital C. City Hall D. Airport E. TV station II. Services provided A. Duties of jobs B. Contribution to society.	I. Divide class into five groups. A. Department store B. Hospital C. City Hall D. Airport E. Television station II. Using library books and interviews, each group will: A. List all the jobs found in their particular place B. List some of the services provided by the people holding those jobs. III. Develop charts to show how workers help each other. IV. Using information gained through research, each group will draw pictures and write captions describing services provided by workers depicted. V. Teacher will prepare pictures, titling presentation, "Many Work So All Can Live." Also title pages for each new group introduced should be added. (i.e., The Hospital)	Library books Research sheet Opaque projector or slide maker Screen Paper, crayons, markers, tape, pictures	Research sheet from individual students Example 1. Place - the hospital 2. List at least five different jobs found in a hospital. 3. Name another worker who depends on each of the above. 4. Tell what services or duties are provided by the people who hold these jobs.

Production

Subject area competencies: Career awareness

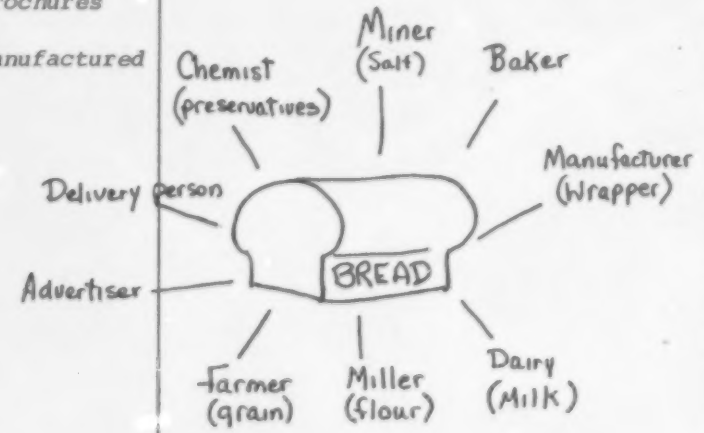
Basic skills: Economics

Career development objective/indicator: 2.5B Recognizes that society and business depend on contributions of all workers.

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Economics A. Production B. Distribution II. Career Education A. Career clusters 1. Construction 2. Manufacturing 3. Transportation 4. Agri-business 5. Marine science 6. Environment 7. Business, office 8. Marketing and distribution 9. Communication and media 10. Hospitality and recreation 11. Personal service 12. Public service 13. Health occupations 14. Consumer, homemaking 15. Fine arts, humanities	Day I Review with the students the 15 career clusters and identify those which contribute to the production of goods. Day II Have children list careers of parents or relatives and identify those who work in production industries. Have each child select a product (preferably one which a relative or friend is involved in producing). Have child list as many components of the product as he knows, research the rest by using: labels, brochures, periodicals, encyclopedias, interviews with producers. Days III and IV Create an original display or chart which demonstrates the areas of skills necessary to create the product.	Industry: Man and the Machine, Allyn & Bacon, 1971. Magazine and newspaper pictures Advertising brochures Examples of manufactured items	List the names of jobs from each of the career clusters and have the children identify those which have to do with production. 

Nature Hunt

Subject area competencies: Students demonstrate ability to identify plant and animal life in their environment.

Basic skills:

GOAL AREA Interpersonal Skills

SUBJECT Science

GRADE 6

Career development objective/indicator: 2.7A Ability to recognize role of constructive and positive competition by participating in competitive games in a positive manner.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identification and classification of nature's objects A. Leaves, plant parts B. Insects, insect parts C. Seeds D. Fungi E. Animals II. Team competition	1. Divide class into small groups of 4 or 5. Be sure the groups are divided fairly as to knowledge of natural objects to be located. 2. Give each group an identical list of things to be found. Things specified should be in the immediate area and able to be secured in the time limit. 3. Supply each group with a container to put things in. 4. Decide on the length of time the hunt should take (depending on lists you supply) and then call all players in promptly. 5. Let each group decide how they want to proceed. You may suggest some ideas, such as: a. whole group travels together; b. group leader is chosen and then by two's students secure one or two objects on the list, return to leader and get names of other objects to be found.	1. List of facts previously learned in class or on nature hikes. 2. Notes students have from science class. 3. Identification books if available or if leader thinks they are necessary. 4. School field used as an environmental study area. 5. Supplement attached to be used only as a guide. List objects must be tailored to fit the area of the hunt as well as the time of year activity is used.	1. Teacher observation of children's ability to work cooperatively within their group. 2. Teacher observation of the participants' ability to identify objects in culminating activity and their comments at that time. 3. Check list or discussion for feedback on group/team work. What helped the team? What hindered? What are the benefits of competition to groups and to individuals?

Nature Hunt (continued)

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
	6. First group back with a correct and complete list wins. Note: Stress conservation practices. *7. After items are collected, they should not merely be thrown away, but should be identified and commented upon.*		

The following items have been used in nature scavenger hunts with sixth graders

3 different shaped leaves from the same tree
tail of a cattail
a fungus
a compound leaf
moth
grass seed
ant
burdock
maple leaf
flower of Queen Anne's lace
sumac leaf
acorn
8 legged animal
coreopsis
dogwood leaf

mosquito
clover leaf
tendril of grape vine
green briar leaf
thorn
fly
hickory leaf
decaying bark
beetle
parallel veined leaf
sycamore leaf
pine cone
milkweed
snail

cidada skin
fragrant leaf from a tree (Spicebush)
false lily-of-the-valley
birch leaf
pine needle
oak leaf
red top of a sumac
flat stemmed leaf with white underside
fern
slippery elm leaf
seed that flies
seed ball (sycamore)
alternate veined leaf

Play Ball!

Subject area competencies: Spelling, communication

GOAL AREA Interpersonal Skills

SUBJECT Spelling

GRADE 6

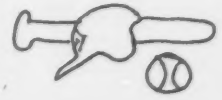
Basic skills: Spelling

Career development objective/indicator: 2.7A Participates positively in competitive games.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Meaning of competition A. Opportunity to increase self-esteem B. Opportunity for self-improvement II. Awareness of functioning in a group arrangement A. Need for competition developed B. Desire to succeed increased	Spelling Baseball Game 1. Class is divided into two equal teams; pupils remain seated at their desks. 2. Team names are selected; professional baseball team names may be used; this class used names of teams participating in the World Series. 3. One pupil is assigned as a score-keeper. The game is to last five innings. 4. The blackboard is used to register hits and outs and scores through each inning. 5. To score a run, the first person up must correctly spell a word given by the teacher.	Spelling book, using a selected unit of words. Blackboard Chalk Erasers	1. Teacher observation of individual behavior and group behavior a. student satisfaction in succeeding in spelling individually. b. satisfaction in group success demonstrated in increasing the total of runs scored in the game process. 2. Pleasure and enjoyment of students in playing the game. 3. Increased desire to improve spelling skills.

	1	2	3	4	5	Final
Orioles						
Pirates						

R	
O	



Play Ball! (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	6. The students continue to spell words and advance one base as each word is correctly spelled. Use the four corners of the room as bases. 7. The team is out when three words have been spelled incorrectly, making three outs. 8. The total number of runs scored is recorded on the scoreboard. 9. The next team comes up; play continues for five innings. 10. The team that has scored the greatest number of runs wins the game.		

RELAYS

Subject area competencies:
Relay Racing and Teamwork

GOAL AREA Interpersonal Skills

SUBJECT Physical Education

GRADE 4th

Basic skills: Locomotor: running, skipping, hopping
Communicative: listening

Career development objective/indicator: 2.7A - Participates positively in competitive games.

Designed as 15 minute portion of 30 min. lesson

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Locomotor skills of running, skipping, and hopping will be reviewed and practiced. II. Rules for relay racing. III. Competitive games Purposes Rules for keeping competition fair and positive	1. As a warm-up activity, students will travel around the gym three times, performing the locomotor skill announced by the teacher. 2. Cover the following rules of relay racing: a. 1st participant may not start until "GO". B. Both feet must be behind the starting line before "GO". C. Each runner must run the full length of the course. d. To tag off, the next participant may not start until the previous runner touches the hand exptended by the next runner. e. Both feet of the tagged runner must be behind the line when the tag takes place.	Fitness for Elementary School Children, by Victor P. Dauer, Ph.D.; Burgess Publishing Co., Minneapolis, Minn., 1962 p. 136	Student participation and adherence to the rules will be evaluated by the instructor through observations made as the activity progresses. Common errors in the locomotor skills and in adhering to the rules will be pointed out to the students between races. Feedback questions What are the benefits of compensation? to self? to others? How did you enjoy the games? Why?

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Relays (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	f. Upon completing the run, the runner will go to the end of his line and sit down. g. First team back in line and all seated is winner. 3. Divide class into four teams of the same number by having students count off by 4's. 4. Direct students to report to starting lines and form four single file lines. 5. Conduct three relay races, each one employing a different locomotor skill.		

BUY & SELL

Subject area competencies: Math/Recognition of money values.

GOAL AREA Interpersonal Skills

SUBJECT Mathematics

GRADE 5-6

Basic skills: Addition and subtraction of money (making change)

Career development objective/indicator: 2.7A Participates positively in competitive games.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Using dollars and coins to make change. 2. Counting change, making sure it is the correct amount. 3. Working as a group; helping each other learn money techniques. 4. Using competition as a method to use money properly.	Buy and Sell Game 50 Buy cards; 50 Sell cards Buy and Sell die Cashier box with large amounts of: $20,$10,$5,$1,$.50,$.25,$.10,$.05,$.01. a. One cashier, 3-4 players b. Rules: Throw die, read buy or sell, pick appropriate card. "buy" - give cashier amount on card "sell" - cashier gives player amount on card c. Count change, making sure it is correct amount. d. Each person takes a turn. e. At end of given time period, person with most money wins. f. Players take turns being cashier.	1. Buy and Sell Game, Developmental Learning Materials 2. Play money - coins and bills. 3. Scrap paper and pencil 4. Using Dollars and Sense workbook - Fearon-Pittman.	1. Teacher observation of game, procedures, interaction among students. 2. Follow-up workbook activities, Using Dollars and Sense. 3. Discuss the competition aspect of the game.

Telephone Manners

Subject area competencies: Using interpersonal skills and socially acceptable manners.

Basic skills: Communication

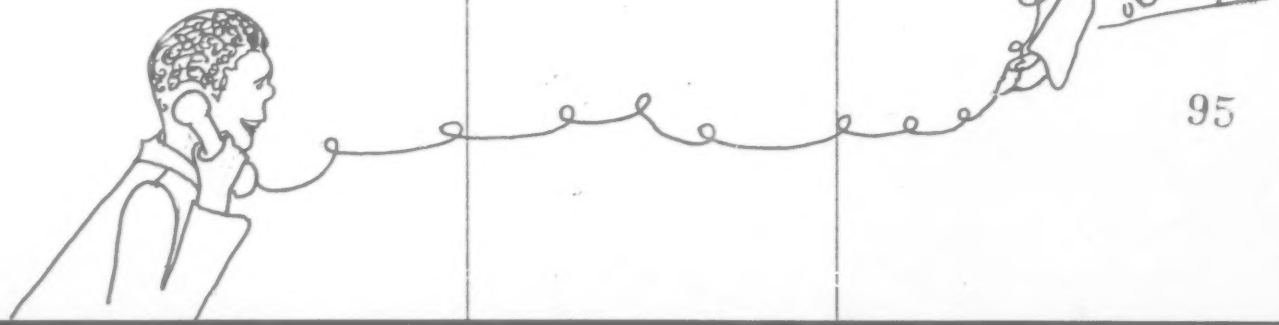
Career development objective/indicator: 2.8A Identifies and exhibits socially acceptable manners.

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Good manners on the telephone A. Placing a call 1. Appropriate times to call 2. Length of message 3. Leaving messages B. Receiving calls 1. Greeting 2. Discussion 3. Closing the call C. Special circumstances 1. Wrong numbers 2. Being cut off	1. In a group discussion, review with students the proper use of the telephone. 2. Students will dictate to the teacher who will list on the chalkboard, "Good Manners in Using the Telephone." 3. A few student volunteers will make a chart for display in the classroom. 4. Children will watch filmstrip from Bell Telephone Company kit. 5. Children will write dramatizations, illustrating various situations in which good manners on the telephone should be used. 6. Children will act out their skits. 7. Class will use chart to determine whether proper manners were used.	Large wall chart listing rules for proper use of telephone. Bell Telephone Kit, available for use in schools.	Students and teacher will use wall chart of rules to determine whether acceptable manners were used in the skits.



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Cole, Sheila. Meaning Well. Illustrated by Paul Raynor. Watts, 1974.

A sixth-grader learns the meaning of friendship too late to help a classmate who desperately needed a friend.

Conford, Ellen. Felicia the Critic. Illustrated by Arvis Stewart. Little, 1973.

Outgoing and bossy, Felicia Kershenbaum solves everyone's problems, a talent that is not always appreciated. But when she withholds her advice, her family and friends realize that Felicia's criticisms have their uses.

Green, Phyllis. Wild Violets. Nelson, 1977.

Ruthie Hickory was the poorest, most inconspicuous girl in her fourth grade class and Cornelia Lee was richest and most popular. When Cornelia's family slowly loses its money as a result of her father's illness, she and Ruthie begin a friendship that helps them both cope with their situation.

Greene, Constance C. A Girl Called Al. Illustrated by Byron Barton. Viking, 1969.

When Al, a girl who is "a little on the fat side, a nonconformist, but a very interesting person" moves into the building, it is the beginning of a warm and amusing adventure.

Justus, May. New Boy in School. Hastings House, 1963.

The story of a Black boy in an all-white classroom. It shows his problems and how he works them out with the help of his classmates, his teacher, and his father and mother.

Mann, Peggy. The Twenty-five Cent Friend. Illustrated by Unada. Coward-McCann, 1970.

When yound Peter returns to school after having had the mumps, he discovers that the other children are excluding him for no apparent reason.

Neville, Emily Cheney. Perries Goodman. Harper, 1965.

Berries Goodman, recently moved from the city, cannot understand why his friend Sidney, a Jewish boy, is an outsider. But a situation develops which leads Berries to recognize the danger of prejudice.

Neville, Emily Cheney. The Seventeenth-Street Gang. Harper, 1966.

Minnow, a little girl, eggs on the Seventeenth-Street Gang to torment and and ostracize Hollis, a newcomer. When the gang realizes he is not all bad, the tables turn on Minnow.

REFERENCES

Morris, Gunilla B. Standing in the Magic. Illustrated by Richard Cuffari. Dutton, 1974.

Joel's hard-working unimaginative mother opposes his friendship with Brady, whose mother lives a seemingly carefree existence on welfare. But to Joel, Brady has a magical charm which makes prosaic events fresh and exciting.

Rinkoff, Barbara. The Watchers. Knopf, 1972.

Chris was a people-watcher, but all he did was watch; he was afraid to get involved. Then he met Sandy, and discovered that you can't really learn about people unless you do more than watch.

Shore, June Lewis. Summer Storm. Abingdon, 1977.

The aftermath of a tornado leaves the citizens of a small Kentucky town scrambling to find places for the homeless. For 14-year-old LaVonda Mercer, it disrupts the warm security of a lazy summer and teaches her a few lessons about friendship and the nature of tolerance.

Decision Making 3

3.1. Is able to use decision-making processes.

A. Anaylzes and weighs probability and desirability of alternatives.

1. Students generate alternative possible solutions to a problem. The problem may be one from the classroom situation, from the lunch room, from a story -- list the alternatives. Have each student indicate whether each alternative appeals to them and why and whether each alternative is possible.

B. Uses appropriate information sources for making decisions.

❖ 1. Science, "What is in the Box?" p. 57

❖ 2. Language Arts, "A Visit to the City." p. 58

3.2 Relates personal values, abilities, interests to decision-making.

A. Identifies statements of intent that correspond to values and priorities.

❖ 1. Reading, "Elizabeth Blackwell, M.D." p. 59

3.3 Adapts decisions to changing circumstances.

A. Shows how different circumstances cause decisions to be changed.

1. Use class interuptions, unanticipated school closings, etc., as occasions to involve students in rethinking class plans and schedules.

2. Play "what if." After studying an historic event or a literary work, consider the question, "What if...?" Pose several questions and have students discuss how the decisions already made would have to be changed.

3.4 Assumes responsibility for decisions made.

A. Describes consequences of decisions to self and others.

1. Use unfinished stories to predict consequences of decisions and actions.

3.5 Recognizes the variety of settings in which decisions are made and the influences on decision-making.

A. Understands the contexts in which decisions are made.

1. Students name decisions made. List the place and other persons present for each decision.

2. Consider decisions made by characters in a story. Change the context and discuss how the decision might be affected.

B. List ways decisions are influenced by significant others and by circumstances.

1. Have students make a list of most favorite and least favorite foods. Then note beside each which are also favorites and least favorites of mother, father, sister or brother. This can be in conjunction with a study of nutrition.

3.6 Demonstrates decision-making skills needed in preferred occupations.

A. Identifies different kinds of decisions made by workers in carrying out their jobs.

❖ 1. Art, Language Arts, "Decisions on the Job" p. 60

3.7 Sets and carries out short term and long range goals.

A. Plans some long range educational and personal goals.

❖ 1. Reading, "Goal Setting" p. 62

❖ 2. Mathematics class.

❖ 3. Language arts, "Goal Posts" p. 63

B. Identifies goals already reached.

1. Students make a planning chart and check off goals reached.

3.8 Demonstrates the ability to participate in group decision-making.

A. Participates in group decision-making.

1. In a math class, divide the class into temporary groups. Have students select "difficult" problems to solve together. After working on solutions, groups present their work to other groups. Groups decide which problems to solve and agree on the correct solution.

B. Discusses ways in which group decision-making is desirable.

1. Have the class work together to prepare a set of guidelines for improving student behavior in the lunch room. Present class-developed guidelines to the principal.

What is in the Box?

Subject area competencies: Scientific method

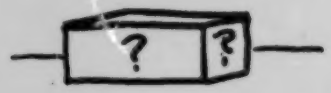
GOAL AREA Decision Making

SUBJECT Science

Basic skills: Reading, writing

GRADE 6

Career development objective/indicator: 3.1A Is able to use decision making processes; obtains adequate and relevant information for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Scientific Method: 1. State problem 2. Collect data 3. Make hypothesis 4. Test hypothesis 5. Accept or reject hypothesis 6. Communicate results	Each group of students (2-3) will be given a sealed box containing an unknown object (e.g., pencil, eraser, ball, etc.). Each group should make 20 observations about the box to help them determine its contents. They then make an "educated guess" as to the contents and give suggestions as to how they can test their hypothesis. Information should be reported in lab reports including: title, purpose, procedure, data and conclusion.	Holt: Life Science	Student lab reports should be evaluated for hypothesis being supported by data. 

A Visit to the City

Subject area competencies: Gathering information, research information

GOAL AREA Decision Making

SUBJECT Language Arts

Basic skills: Reading

GRADE 4

Career development objective/indicator: 3.1B Uses appropriate information sources for making decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Four steps to the decision-making process. a. gather information b. organize information c. interpret, discuss d. evaluate - find out how information will help in decision	1. Teacher will gather and organize material and present names of six cities in N.J. Students will be asked to choose a city to visit for 2 weeks. 2. Children will organize material verbally by volunteering interesting things about each city. Ex. Atlantic City: boardwalk, gambling, rides. Paterson: falls, planned city, park. Edison: Edison Tower and complex. West Orange: Edison's house and museum. Asbury Park: amusement parks, Convention Hall, beach. Trenton: State House, museum, old barracks. 3. Children and teacher discuss how to make a choice. List on board: GATHER, ORGANIZE, INTERPRET, EVALUATE - importance of influencing decision. 4. Teacher calls out names of cities and class chooses before steps are followed. Following research, students select again.	1. Maps of New Jersey. 2. Texts: -Cunningham, John T, <u>You, New Jersey and the World</u>, Afton Press, Morristown, 1972. -Cunningham, John T., <u>On The Go</u>, Afton Press, Morristown, 1972. -Moffat, Maurice and Ploch, Pauline, <u>Exploring New Jersey</u>, Follett Educ. Corp., 1964. 3. Reference books, atlas 4. Chamber of Commerce of each city	1. Children pick city to visit and can list steps used in why they selected it. This can be done by entire class. 2. Children each list decision-making steps on paper. 3. Teacher observes discussion and evaluates understanding of children by asking: a. Can they explain each step? b. Are they participating in the activities? 4. Have children write the four steps of decision-making and write reasons for another choice. E.g.: a. What TV show to watch. b. When to do their homework. c. What movie will they see.

Elizabeth Blackwell, M.D.

Subject area competencies: Reading for details that support decisions.

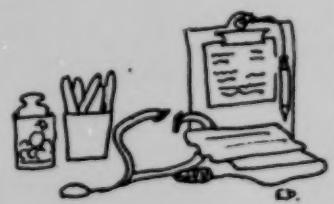
GOAL AREA Decision Making

SUBJECT Reading

GRADE 4-6

Basic skills: Comprehension

Career development objective/indicator: 3.2A Relates personal values, abilities, interests to decision making. Identifies statements of intent that correspond with values and priorities.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Biographies II. Decisions A. Defined B. Identification C. Related to values and priorities III. Decisions and Behavior	The student will: 1. Read "Elizabeth Blackwell, M.D." 2. Identify statement proving how her personal values, abilities, and interests influenced her decisions and priorities in becoming a doctor. 3. Write one or more "what if" statements to indicate outcomes when intentions are not followed up.	Keystone, "Elizabeth Blackwell, M.D." Houghton Mifflin, 1976, p. 350. Other biographical selections may be used. 	Following the class discussion, the student will be able to list at least two decisions made by Elizabeth Blackwell and tell which of her abilities, vlaues, or interests influenced each decision.

Decisions on the Job

Subject area competencies: Puppetry

GOAL AREA Decision Making

SUBJECT Art/ Language Arts

Basic skills: Creative writing, sewing, drawing, painting.

GRADE 6

Career development objective/indicator: 3.6A Demonstrates decision-making skills needed in preferred occupations. Identifies different kinds of decisions made by workers in carrying out their jobs.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Creative writing-play writing II. Making hand puppets. III. Simple props and sound effects IV. Parents' decisions on the job. A. Involving self B. Involving others C. Crises D. Routine	Day 1 I. Interview of parent on typical work week will be assigned for homework. A. Humorous events B. Problems that arise C. Decisions they make Days 2-4 II. Split class into groups according to similar occupations of their parents. A. Have students compare interviews, situations, etc. B. Have them make up a fictitious character based on their interviews. C. As a group have them write a 15-minute play "A Day in the Life of name of profession that combines dituations, problems, decisions, and humor of all their interviews. Days 5-10 III. Demonstrate to students how to make a simple hand puppet. Have them	The Puppet Book, Beta Books, San Diego 	1. Written play 2. Construction of puppets and scenery 3. Class presentation of skit that includes examples of decisions parents make at work. 4. The students will be able to summarize and classify decisions made by workers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	create characters in their play. A. Paper maché heads. B. Scrap fabric sewn for body. C. Felt, paint, odds and ends to decorate puppet. IV. Have students create accessories for their play. A. Cardboard props to set mood for play. B. Tape recorded sound effects. V. Have students rehearse their plays with their hand puppet characters and props using a table or a simple puppet stage. VI. Have students present play to classmates.		

Goal Setting

Subject area competencies: Reading and acting out a play; designing costumes, props and scenery within small committees.

Basic skills: Reading

Career development objective/indicator: 3.7A Plan some long range educational and personal goals.

GOAL AREA Decision Making

SUBJECT Reading

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Goal setting A. Day dreaming as a basis for goals. B. Experiences as a basis for goals. II. Obstacles to goals A. From self B. From others C. Circumstances III. Personal future goals	I. A play, <u>This Dream Came True</u> is presented by the children. Play concentrates on Christopher Columbus as a young boy and his dreams of becoming a sailor one day. The play emphasizes the obstacles in his path, but at the young age of 14 he receives an opportunity to sail on a ship. Thus his dreams begin to become realities. II. Discussion about the children's dreams and their goals for the future. III. As a follow-up, a discussion is held on plans and goals that as fourth graders they have now. The following questions are asked to stimulate thought and are written down before discussion. A. Name at least three dreams (goals) you have for the future. (Three things that you would like to do with your life.) B. How do you expect to accomplish them? The answers would be shared and discussed. Other questions that would be asked are: A. How are dreams important to people? B. What would it be like if people weren't able to dream about the future?	The play, <u>This Dream Came True</u> in basal reader <u>A Lizard to Start With</u>, Ginn and Company.	I. Written list of long-range educational and personal goals. II. Participation in discussion of goals.

GOAL POSTS

Subject area competencies: Goal formation

GOAL AREA Decision Making

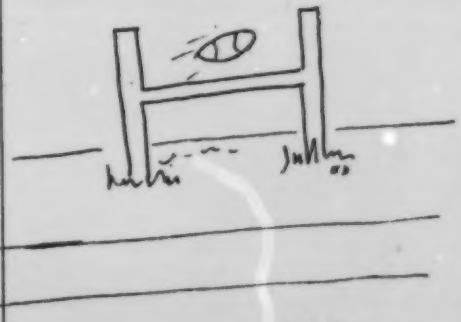
SUBJECT Language Arts

GRADE 4-6

Basic skills: Writing complete sentences, organizing events that lead to accomplishment of a goal, verbalizing accomplishments in front of group.

Career development objective/indicator: 3.7A Sets and carries out short and long range goals. Plans long-range educational and personal goals, identifies goals already reached.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Writing complete sentences. 2. Setting realistic goals. 3. Planning to achieve these goals. 4. Following through and achieving goals. 5. Verbalizing accomplishments in front of a group.	1. Discuss guidelines for goal setting. Explain that goals must be: a. Understandable - you must understand exactly what you want to accomplish. b. Realistic - you must not set a goal that is totally impoissible to attain. c. Within your control - if your goal depends upon the actions of others, you must first form an agreement with them or else risk not achieving your goal. d. Measureable- you must have guidelines to measure achievement. e. You must want to achieve your goal. f. Your goal should help you, not hurt you or other people.	1. 100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield and Harold C. Wells., Prentice-Hall, Inc., Englewood Cliffs N.J., 1976. 2. Bulletin board	1. Teacher observation: Is the student setting realistic goals and forming successful plans? Does the student have a number of "field goals" to his credit? Does he use complete sentences when writing his goals and related plans? Is he able to speak in front of his peers and verbalize his accomplishments?



Goal Posts (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	2. Decorate a bulletin board in the form of a football goal post. Each day, ask students to write a goal on a 3x5 index card and post these cards on the bulletin board below the cross-bar of the goal post. Stress the use of complete sentences. Allow time for other students to read their peers' goals. 3. Have students write a 1 or 2 sentence plan for achieving their goal. These plans are part of a daily log or notebook. 4. On the following day, ask all those who completed their goals to move their index card above the crossbar and to share their goal and how they completed it with the class. Place a gold star or sticker next to the plan in their notebooks. This provides student with positive ffedback from teacher as well as the attention of their peer group as a reinforcement to their action.		

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Farley, Carol. The Most Important Thing in the World. Watts, 1974

After passing an honesty test, a young boy and girl accompany an unusual old lady across the country to help her decide what to do with her fortune.

Friedman, Frieda. Ellen and the Gang. Illustrated by Jacqueline Tomes. Morrow, 1963.

"Ellen, lonely and insecure, becomes involved with undesirable company, but eventually grows out of her difficulties."

Greene, Constance C. The Unmaking of Rabbit. Viking, 1972.

Paul wants friends more than anything, but when a gang of boys from school tell him that to become a member he will have to steal, he decides that "a clear conscience is worth more than friends."

Hall, Elizabeth. Stand Up, Lucy. Illustrated by Beth and Joe Krush. Houghton, 1971.

The visit of her suffragette aunt has a marked effect on the life of a fourteen year-old girl in 1904.

Katz, Bobbi. The Manifesto & Me-Meg. Watts, 1974

Sixth-grader Meg is unprepared for the events that follow her decision to organize a consciousness-raising group to learn more about the principles of women's liberation.

Lenski, Lois. Room Town Boy. Written & Illustrated by Lois Lenski. Lippincott, 1948.

"When oil is discovered on their farm, ten-year-old Orvie and his family have no idea what to do with the wealth it brings them. Only Grandpa knows how to cure them - by letting them buy too much of all the wrong things. Provides a study in values and a picture of boom-town life."

Merril, Jean. The Black Sheep. Illustrated by Ronni Solbert. Pantheon, 1969.

A kind-hearted black sheep refuses to steal quills from the porcupines to knit himself a sweater.

Shore, June Lewis. What's the Matter with Wakefield? Illustrated by David Stone. Abingdon, 1974.

Wakefield must cope with a moral dilemma when he "borrows" class money to buy a special fishing rod, thinking it will be easy to pay it back. After many moneymaking schemes have failed, a supportive family backs his final solution.

Slote, Alfred. Tony and Me. Lippincott, 1974.

The thought of playing another season with his oast-place neighborhood baseball team really depresses Bill, until the team acquires Tony Spain, a great all-around athlete. Tony and Bill are on the way to becoming good friends when Tony involves Bill in shoplifting.

REFERENCES

Sperry, Armstrong. Call it Courage. Illustrated by the author. Macmillan, 1940.

"Conditioned in infancy to the terror of the sea, a Polynesian boy flees his people hwo worship courage. A storm casts his canoe on an island where, naked and empty-handed, he wrests food, clothing and shelter from ocean and jungle."

Work Habits & Attitudes 4

Improve Work Attitudes, Values and Appreciation for Career Success

4.1 Demonstrates iniative and independence.

A. Initiates tasks.

1. In any subject provide opportunities for students to self-select tasks. Students indicate in logs those tasks initiated by self, those initiated by teacher or other.

B. Is able to work independently.

1. Students plan and carry out tasks independently. Following the time period designated and/or tasks,teacher and student evaluate the students' ability to
   - stay with the task
   - seek answers to questions and problems independently
   - use time efficiently
   - feel positive about doing independent work

2. Teacher and student discuss situations in which it is important to be able to think and work independently.

3. Use some self-correcting, self-scoring materials in the class, or just prior to an assignment (or following one) set criteria for evaluating the work. Engage the students in scoring or rating their own.

4.2 Exhibits positive work attitudes.

A. Works without complaining.

1. Teacher and students make a list of complaint words and sounds. Declare these as classroom "no-no's." Make a list of positive words and sounds. Encourage these sounds in the classroom. This can be fun and carried out as a theme during the year.

B. Identifies positive values of work.

1. Students and teacher derive a definition of work and generate a list of examples of work people do
   - at all ages
   - both paid and unpaid.

   Discuss: Who benefits from work done? What kind of satisfactions do people get from their work? Include a balance among personal satisfaction, money, success, status, need fulfillments, social benefits, etc.

C. Identifies attitudes of self and others that contribute to successful task accomplishment

- 1. Reading, "Success" p.70

4.3 Understands the nature of work.

A. Understands many work forms in society.

- 1. Language Arts, "Family Jobs" p.72
- 2. Language Arts, "Job Clusters" p.73
- 3. Reading, "Night Workers" p.74
- 4. Language Arts, "Super Goop" p.75
- 5. Language Arts/Social Studies, "Products and Services" p.76

4.4 Plans and completes tasks efficiently and thoroughly.

A. Plans and carries out simple and complex tasks.

- 1. Science, "Making Mountains" p.79
- 2. Social Studies, "New Jersey Map" p.81

B. Carries tasks through to completion.

- 1. Social Studies, "Independent Projects" p.82

2. Students individually or in group develop "task lists" to break down the tasks involved in a complex assignment. Include clean up and finishing details in the task lists. As students complete each task, check it off on the chart. Discuss feelings of satisfaction as tasks are completed.

3. Set up an assembly line and carry it through. Discuss the importance of each worker completing his or her part of the task before moving it on to the next worker.

4. Discuss consequences of tasks left undone.

4.5 Uses health and safety habits.

A. Practices good health habits.

❖ 1. Health, "A Healthier Me" p.83

B. Practices safety at work, at play.

1. Provide safety instruction with the use of materials and equipment in the classroom. Make a check list of safety rules and practices with the students. You may make three lists: safety at home, safety at school, safety at play. Monitor and have students monitor their own use of safe practices. Use the check lists to keep score.

2. Have students role play safety monitors. Find and note a) safety warnings on household products and appliances, b) safety violations at home or at school.

4.6 Practices positive work habits.

A. Identifies values and practices work habits such as honesty, dependability.

❖ 1. Reading, "It's A Habit" p.85

4.7 Understands and respects worker roles, including the role of supervisor.

A. Explores personal attitudes toward persons in authority.

❖ 1. Language Arts, "My Way" p.86

B. Is able to give and receive instructions.

❖ 1. Language Arts, "aMAZEing" p.87

C. Recognizes the need for cooperation among workers.

1. Class discussions and practice of cooperative projects.

2. Following class projects such as putting on a play, preparing for a party, discuss evidences of cooperation and activities that increased cooperation. Discuss problems that occurred when cooperation was or may have been lacking. In planning those or subsequent projects, discuss ways to ensure cooperation.

SUCCESS

Subject area competencies: Comprehension

GOAL AREA Work Habits & Attitudes

SUBJECT Reading

GRADE 5

Basic skills: Reading

Career development objective/indicator: 4.2C Identifies attitudes of self and others that contribute to successful task accomplishment.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Basic qualities or traits that help make a person successful. II. Problems of successful people. III. Other success factors. A. Environment B. Special circumstances	I. Display a map of North America with Puerto Rico on it. Ask a volunteer to locate Puerto Rico and have students tell what they know about this island. What would it be like to live there? Do they know anyone from there? Display some pictures of P.R. If there are any students in the group that have relatives in P.R., they might enjoy sharing their knowledge with the other children. II. Ask students to identify some of their favorite professional athletes. Ask what makes these athletes good. How did they become famous? Did they work hard to become an expert at what they do? What other characteristics do their favorite athletes have? Allow time for discussion. III. Have students read silently the story, "Roberto Clemente, Superstar."	Majesty and Mystery, Allyn and Bacon, 1978, Level 17 Map of North America including Puerto Rico Pictures of Puerto Rico Biographies of famous or successful people 	Teacher observation. Class discussion: use questions to guide students. E.g: 1. What kind of person was Roberto Clemente? 2. Which of his baseball awards do you think meant the most to him? 3. What honors came to Roberto after he died? 4. Why would Roberto Clemente be an inspiration for Latin American children? 5. What do you think was the most difficult part of Clemente's path to fame? 6. What do you think was Roberto Clemente's greatest success?

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	IV. Following the class discussion have students select and read biographies. Have them share with the class a discussion of the characteristics that led to the success of the person about whom they read. V. Class makes a list of characteristics that successful people share. VI. Give each student a list of "success" characteristics. Have them check off those they feel they have developed already, those they are working on, those they need to improve, etc.		

Family Jobs

GOAL AREA Work Habits & Attitudes

SUBJECT Language Arts

GRADE 4

Subject area competencies: Speech, speaking in front of a group.

Basic skills: Oral speaking, listening skills, discussion.

Career development objective/indicator: 4.3A Understands the nature of work; Understands many work forms in society.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Jobs people in my family have. A. Job title B. Description of what they do. C. Special training or education required. D. Clothing to be worn. F. Their responsibilities.	1. Have each student give a 2-minute talk discussing the jobs each member of the family holds; to include the areas listed. 2. Teacher or class may then ask questions to student to clarify or further discuss any area. E.g.: a. Do they work weekends? b. How much vacation time do they get? c. Is sick time or pay provided? d. Do they have to buy uniforms? Is cleaning provided? e. Are they in charge of other people? f. Do they have to answer to a supervisor? g. Do they have to travel to their job? Is transportation provided? 3. Teacher lists jobs on board, putting them in job clusters. a. transportation e. recreation b. public service f. manufacturing c. personal service g. construction d. aerospace h. business	Students' responsibility to ask parents and family relations for information needed.	1. Teacher reviews jobs using job clusters as listed on board. 2. Have students cut out pictures from magazines, newspapers or draw the jobs they discussed as homework - to be hung on a bulletin board.

Job Clusters

Subject area competencies:
Comprehension

Basic skills: Reading, Language Arts

Career development objective/indicator: 4.3A-Understands many work forms in society.

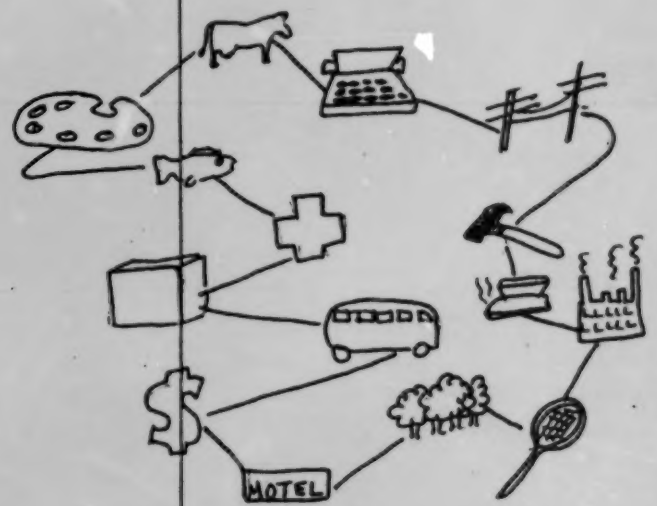
GOAL AREA Work Habits & Attitudes

SUBJECT Library

GRADE 6

Suggested time: Two hours

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Fifteen career categories established by the U.S. Dept. of Health, Education and Welfare 1. Agriculture 2. Business 3. Communications 4. Consumer & Homemaking 5. Environment 6. Fine Arts 7. Health 8. Hospitality 9. Manufacturing 10. Marine 11. Marketing 12. Personal service 13. Public Service 14. Transportation 15. Construction	1. Introduce and define briefly the term - cluster. List the fifteen clusters. 2. Conduct survey of occupations of the students' family members. Have students attempt to place occupations in proper cluster. 3. Classify occupations in different ways. Discuss how the jobs were classified. 4. Introduce the "Pop-eye and the Career Awareness Program" 15 paperbacks-comes book style, using the cartoon character Popeye - to introduce types of jobs in each cluster - training and education needed 5. Each student will choose book for their area of interest.	Career Awareness Program by King Features New York, N.Y.	List several work forms and indicate why each is of value to individuals and to the society in which they live.



Night Workers

Subject area competencies: Silent reading and vocabulary development.

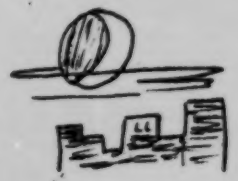
GOAL AREA Work Habits & Attitudes

SUBJECT Reading

Basic skills: Comprehension

GRADE 4-6

Career development objective/indicator: 4.3A Understands the nature of work. Understands many work forms in society.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. The working world at night. II. Vocaburlary related to night workers. III. The effect night workers have on the lives of children.	I. Show the children pictures of people at work. Have the children select those pictures that show work that might be conducted at night. II. Using the pictures and related discussion, develop the following vocabulary: newspaper, television, delivery, police officer, hospital, produce, fire fighter, bakery, airport. III. Introduce and read the story, "Night Workers," pages 155-164. IV. Do page 59 in the skillbook to review vocabulary. V. Have the children select one occupation that is performed at night. Have them draw a picture related to this occupation and write a short paragraph stating how this occupation affects their lives.	Text: All Sorts of Things, Ginn and Co, Boston. Pictures from newspapers, magazines, etc. 	I. Correct skillbook, page 59, using teacher's manual. II. Correct paragraphs for: A. Correct use of grammar B. Sentence structure C. Proper paragraph structure III. Share pictures and paragraphs with class to determine children's understanding of the roles played by people who work while the children sleep.

Super Goop

Subject area competencies: Gathering and organizing material

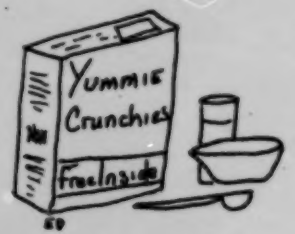
Basic skills: Research, reading and writing

Career development objective/indicator: 4.3A Understands the nature of work.

GOAL AREA Work Habits & Attitudes

SUBJECT Language Arts/ Reading

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Steps or processes in the production of cereal. A. Farming/mining B. Producing C. Packaging D. Advertising E. Selling (Marketing)	1. Students will bring in an empty cereal box and examine its contents or ingredients as listed on the label. 2. Through discussion, students will compile a list of persons involved in making one box of cereal, such as: farmer (grain); miner (salt); scientist (research); factory worker; artist, wholesaler, truck driver, grocer 3. Show film, Super Goop. Discuss marketing motivation connected with cereal. 4. Students will then select and research a particular career or cluster and write a poem or a short paper about it.	Teacher magazine Newspapers Cereal boxes Encyclopedias Library books Occupational briefs "Super Goop" - film available through NET programs at EIC's. 	Teacher evaluation of reports should include: 1. Skills needed for job. 2. Special training necessary for job. 3. Job description. Students will identify the concepts that - product development includes many kinds of workers; - workers are involved in many different kinds of work.

Products £ Services

Subject area competencies: Interviewing, taking notes, acting out a situation, inferences, classifying

Basic skills: Communications, creative writing

Career development objective/indicator: 4.3A Understands nature of work. Understands many work forms in society.

GOAL AREA Work Habits & Attitudes

SUBJECT Language Arts

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Conducting an Interview A. Asking questions B. Listening to answers C. Accepting - taking notes D. Thank person for sharing II. Kinds of Work A. Production B. Service	I. Discuss how to conduct an interview by asking questions, listening to answers, taking notes, and thanking the person for their time. II. Distribute prepared interview forms and allow appropriate time for conducting interview as homework, in community, business, etc. Completed interview may be shared orally with the class or displayed on bulletin board. III. Write two headings on paper: Perform a Service, Make a Product. List the workers selected from the worksheet under the correct heading. Discuss to check for correct responses. IV. Play situation game, "Who Would You Call?" On 3x5 card, each student is to write a dramatic situation that can only be resolved by calling a specific business forhelp. (See attached sample cards.) Individuals may present their situations as dramatically as possible and then the class decides whom to call for help.	Interview Form (sheet attached) Worksheet "Who Does This Job?" (sheet attached) 3x5 index cards Dictionary of Occupational Titles Occupational Outlook Handbook	

Student's Name _____

Sample Interview Form

1. What is your job title? _____
2. Do you produce a product or perform a service? _____
3. What special experience or training did you need for your job? _____
   _____
4. What does your job involve? _____
5. How did you find your job? _____
6. Do you wear any special clothing? _____
7. What special equipment do you need? _____
8. What do you like about your job? _____
   What do you dislike? _____
9. Do many people have the same kind of job? _____
10. Can you do this job any place in the U.S.? _____
    Why or why not? _____
11. Can both men and women do this job? _____
    Why or why not? _____
12. Does age matter? _____
13. Does size matter? _____
14. Do you belong to a union? _____
15. Do you get other benefits besides your salary? _____
    Like what? _____
16. Considing your interests, experiences and training, what other types of jobs could you do? _____

Remember to say THANK YOU!!!

Situation Cards

After playing game with class, cards may be collected and put into the learning station area.

On Saturday I decided to scrub my muddy Adidas sneakers so they'd be clean for gym class on Monday. I had just finished rinsing them and pulled out the sink stopper to let the water out, when suddenly my right sneaker went down the drain and clogged up the pipes. Oh brother! Now whomshould I call?	*I have a very strange dog. For some reason she thinks she's a cat and loves to climb trees. One day a fire engine went whizzing by which scared the dog so badly she climbed to the top of a tree and wouldn't come down. Whom can I call for help?*
This year I got a very unusual present for my birthday from my Uncle Henry - a pet urangutan. His name is Willy. Yesterday Willy got into my basket of Easter candy and ate everything in it - including the basket, grass, bow and paper. Today he is very sick. I must go call the _____.	*There is a beautiful apple tree in our backyard, but yesterday and 300 pound black crow landed in the top of the tree and broke most of the branches. Help! I need a _____.*
At last my big brother is finally going to graduate from college. My parents want to give him a big surprise party and have invited everyone in the whole town to the celebration. My mothers says, "Whome can I call to bake a cake that will feed 12,000 people?"	*I have just finished building myself a tree house. My parents worry that a fire might start if I use candles for light at night, so I want to put in electricity and not have this problem. Whom do I call?*

Making Mountains

Subject area competencies: Planning and completing a task on topography.

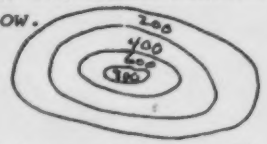
GOAL AREA Work Habits & Attitudes

SUBJECT Science

GRADE 4-6

Basic skills: Planning and completing tasks thoroughly and efficiently.

Career development objective/indicator: 4.4A Planning and completing simple and complex tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Topography A. Symbols for elevations B. Colors used to denote elevations II. Careers that use topography. III. Planning tasks	Directions 1. A drawing is put on the board similar to the drawing below.  a. Each student will be given a ball of clay in order to mold a small mountain. b. After the mountain is molded, the student will draw four rings around the mountain in pencil. c. Each student will cut the mountain into 4 sections with a plastic knife. d. The student will then trace around each section of the cut mountain using the largest section first on a plain piece of paper. e. Each line should be labeled from 200 to 800 feet to show the elevation.	1. Soft or hard clay 2. Pencil and white unlined paper 3. Plastic knife Drawing is to be drawn on the board by the teacher showing the marked elevations.	1. Teacher observation of neatness and accuracy. 2. Teacher and student consider adequacy of the plan developed by the student as well as student's efficiency in completing it.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	2. Students develop a plan and chart their progress in making their mountains. 3. Students may color each section different colors such as those found on maps. 4. Follow up activity: a. create other mountains to form a mountain range. b. read a map on topography found in the library. 5. Briefly discuss career areas in topography.		

N.J. MAP

Subject area competencies: Developing a map by planning and completing a task efficiently and thoroughly

GOAL AREA Work Habits & Attitudes

SUBJECT Social Studies

GRADE 4

Basic skills: Map Study Skills

Career development objective/indicator: 4.4B Plans and carries out tasks through to completion.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. N.J. Map A. 21 counties B. County seats, main cities C. Waterways and rivers D. Highways E. Recreational areas II. Use of tools for construction of map A. Rulers B. Materials, heavy cardboard C. Dremel jig saws D. Safety	1. Demonstrate jig saw map of N.J., showing how counties fit together and arteries line up. 2. Distribute full N.J. political map and assign each student two counties. 3. Counties to be pasted on cardboard, thin wood or oaktag and cut on line. 4. Students formulate a plan for basic tasks. 5. Complete maps to be assembled by calling one student at a time to place one county on blank outline of state. Note: A Dremel jig saw with fine balde makes excellent cuts in cardboard or thin wood. Word Scrambles: ESUXSS, OSPASIA, GREBNE, XSEES, NOINU, SMRORI, NRWARE, DNHTUOENR, TSMUSREME, CMRERE, HTNOMUMO, ECANO, IILBNGUTRNO, NDECMA, LMSEA CTRGUSLOE, CLITANAT, DACBLUMEW EAPC YMA, DDXLIMESE, DUHNBO	1. Nystrom desk outline maps of NJ or reprints. 2. Coping saws and/or Dremel saws for wood or cardboard. 3. Scissors for oaktag 4. Thin jig saw puzzle wood or cardboard 5. Oaktag 6. Pencils, crayons, felt tip markers, carbon paper 7. NJ road maps 8. NJ research from library.	1. Pupil evaluation as to fit, neatness, etc. 2. Teacher evaluation as to ability of student to locate and choose county blank to fit puzzle. 3. Students will be able to discuss physical features of counties they worked with. 4. Re-do assignment, assigning different counties to each student. 5. Culminating test. Name 21 counties, spelled correctly, county seats, etc.

Independent Projects

Subject area competencies: Cities: Problems in the City

GOAL AREA Work Habits & Attitudes

SUBJECT Social Studies

GRADE 4-6

Basic skills: Reading, writing, speaking

Career development objective/indicator: 4.4B Plans and completes tasks efficiently and thoroughly. Carries tasks through to completion.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. City problems A. Pollution 1. Air 2. Water 3. Noise 4. Litter B. Traffic C. Crime II. Developing plans for individual projects A. Setting goals B. Listing tasks C. Estimating time D. Locating materials E. Evaluation	I. Review with group steps for independent projects. (30 minutes) A. Limit topic B. Select project design (i.e., survey, interview, etc.) C. Develop questions D. Plan ideas for sharing and display E. List possible resources II. Complete master plan A. Teacher-student discuss topic chosen and complete master plan (see attached) B. Teacher gives student planning sheets to be used during project time (15-30 min per student) III. Trip to library to collect data. A. Students select a variety of resources for project. B. Students list further community resources. IV. Collect other data. V. Organize data A. Students organize data into outline B. Compile all data to select most important VI. Develop and display projects A. Teacher assists in display ideas	Villapando, Eleanor and Kolbe, Kathy, Independent Projects, Think Ink Publ., 3421 N. 44th St., Phoenix, Arizona 85018, 1979. 	I. Teacher observation of interaction of students, student progress and planning. II. Student evaluates use of plan. A. How many of my goals got done? B. How did I use my time? C. Did I plan realistically? D. Did I stick to my plan? E. How did I change my plans? F. What is the importance of having a plan and following it?

A HEALTHIER ME

Subject area competencies: Caring for the human body

GOAL AREA Work Habits & Attitudes

SUBJECT Health

GRADE 4-6

Basic skills: Health, language arts

Career development objective/indicator: 4.5A Uses health and safety habits.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Good health habits: I. Hair care II. Tooth care III. Skin care VI. Nutrition V. Exercise	I. Students will make a chart of oaktag entitled, "Practicing Good Health Habits". II. Students will cut out pictures of the following: A. people with clean hair B. people with clean teeth C. people with clear skin D. people doing exercise E. Foods from different food groups (protein, fats, carbohydrates) III. Place the seven different pictures on oaktag. Below each picture write a paragraph explaining that particular good health habit.	1. Oak tag or poster paper 2. Crayons or markers 3. Magazine pictures of people with clean hair, clean teeth, clear skin, foods from proper groups (protein carbohydrate, fat) and exercise pictures. 4. Paste or glue 5. School personnel: nurse, dietician, home economics teacher	1. Teacher observation of students. 2. Read and check each student's paragraph about ideas for good health habits. 3. Class discussion of the activity chart. 4. Keep daily chart "Improving My Health Habits." Discuss weekly and sometimes daily spot checks.

A Healthier Me (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	IV. Begin keeping a daily chart, "Improving My Health Habits" M. T. W. Th. Fr. Sat. Sun. Hair Teeth Skin Exercise Breakfast Lunch Dinner V. School nurse will discuss importance of sleep, personal hygiene, and health habits. VI. School dietician or home economics teacher will discuss foods and nutrition for an adequate diet.		

IT'S A HABIT

Subject area competencies: Oral reading, role playing

GOAL AREA Work Habits & Attitudes

SUBJECT Remedial Reading

Basic skills: Reading, writing

GRADE 6

Career development objective/indicator: 4.6A Practices positive work habits. Identifies values and practices work habits such as honesty, dependability, punctuality.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Tardiness A. Reasons B. Consequences C. Prevention D. People's attitudes toward II. What constitutes "bad" habits A. Wasteful B. Harmful effects on self or others C. Socially unacceptable III. Examples of "bad" habits IV. Reasons for and ways of developing "good" habits	I. Reading Unit A. Using lesson "No Excuses," assign speaking parts to students and read play orally, pages 9-12. B. Discuss questions following the play on page 12. C. Assign to students the characters in the play and ask them to improvise another scene for it. D. Discuss with students how they would feel if they were Mr. Bennett. II. Ask students to list some problems Mr. Bennett might have to face because of Sue being late. III. A. Ask students to make a list of other "habits" that would be considered "bad" to a boss and a teacher. B. Ask students to make a skit about one of the "bad habits" using a scene with a teacher and students. C. After the skit, discuss with students the need to practice good work habits.	Scholastic Magazines, Inc. Action Choices/ Play Book, 1977, pages 9-12, Or, other reading having to do with a situation involving tardiness or other similar poor habits.	I. Using the list the students made, discuss why being late is a "bad habit." For example, - Would you like to have to wait for someone? - What are some feelings or experiences you have encountered either because you were late or because you were waiting for someone? - Can you name some things that "would not wait for you" if you were late? (trains, exams, meetings, school class) II. Students make another list of habits and practices (or teacher makes a list). Students note: Helpful habits and harmful habits. Develop a means for students to assess personal attitudes toward and practice of each habit listed.

MY WAY

Subject area competencies: Reading a poem aloud to the class and illustrating it.

GOAL AREA Work Habits & Attitudes

SUBJECT Language

Basic skills: Reading, writing

GRADE 4

Career development objective/indicator: 4.7A Explores personal attitude toward persons in authority.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Poetry II. Leadership A. Authority B. Cooperation C. Need for leadership in groups D. Effective leadership	I.A. Groups will be formed by the teacher. Each group will be given the same poem and will be told to present it orally to their classmates. B. A group leader will be assigned by the teacher. C. The leader's responsibility will be to organize the group and delegate responsibility. D. The group will present the poem to the class in whatever form the leader decides. II.A. The leaders will meet in a group to discuss and write down their feelings about being a leader. E.g., Did they meet with cooperation or many roadblocks? B. The group will meet without their leader to discuss and write down their reactions toward being told what to do and how the leader went about this task. C. The whole class will meet together. The groups will read their reactions and then discuss.	Language textbook containing poem, Exploring in English, Laidlaw Language Experiences	I. Written list of reactions from individual groups. II. Participation in discussion of feelings toward a person in authority (their leaders). III. Teacher observations formed by moving from group to group. E.g., teacher will take notes from observing each group in action and compare with children's reports during discussion.

"aMAZE-ing"

Subject area competencies: Communication skills

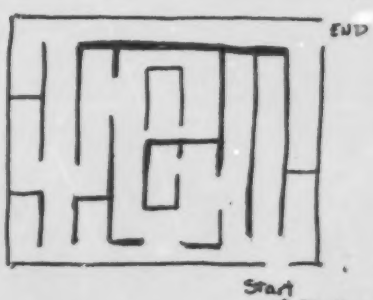
GOAL AREA Work Habits & Attitudes

SUBJECT Language Arts

GRADE 5

Basic skills: Oral speaking, listening, following directions

Career development objective/indicator: 4.7B Role of worker. Is able to give and receive instructions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. To improve listening skills and ability to follow oral directions. A. Listening B. Following directions	Maze Race - duration, 4 days. 1. Design maze in classroom. Change daily to avoid familiarity. 2. Divide students into teams of six. 3. Children will divide individual teams into pairs. Label A,B, C, etc. 4. Each member of the pair will be both a leader and a follower at least one time. 5. Explain leader function: a. fill time sheet b. give oral directions to blindfolded partner c. record time 6. Explain follower function: a. go through maze blindfolded by listening to and following leader's oral directions. 7. Explain activity. (See attached) 8. Run through activity one time. Note: Not suitable if visually impaired students are in the group. These students need unaltered environments.	1. Maze made from desks, chairs, bookshelves, etc. 2. Time sheet for each team. Team _____ Date _____ Pair I Time _____ leader _____ follower _____ 3. Blindfold for each follower on each team. 4. Clock with sweep second hand for each team.	1. Teacher observation of student progress. Increased speed. 2. Class discussion of activity. Be sure to discuss how it felt to give instructions, receive them. What was easier? harder? Why? How did group choose best pair? Criteria. How did group decide leader? follower? How did cooperation effect final choice and outcome? 3. Review roles. What was the leader responsible for? the follower? 

"aMAZEing" (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	9. Assemble into teams and conduct races. Five minute discussion period at end of third day to choose best pair for finals on fourth day. Each group does this independently. 10. Day 4. Assemble into teams; teacher times best pair for each group. Winning team is the team with shortest time.		

Communication & Computation Skills 5

5.1 Develops listening skills

A. Applies listening skills in school and out of school.

- 1. Language Arts, "Listen Carefully" p. 92
- 2. Language Arts, "Did You Hear That?" p.95

5.2 Uses writing and speaking skills effectively

A. Identifies situations requiring high levels of writing and oral skills.

- 1. Creative Writing, "News Xtra" p.97
- 2. Language Arts, "TV Commercials" p.98
- 3. Mathematics, "Buzz" p.99
- 4. Language Arts, "Going Places" p.100
- 5. Remedial Reading, "More News" p.101
- 6. In language arts, having students at fifth or sixth grade level review books of second and thrid graders for language and vocabulary. Have students write and assemble story books to share with younger children.

5.3 Relates communications skills to careers.

A. Identifies how communication skills are needed by self and others in school and out of school.

- 1. Language Arts, "Classified Information" p.103
- 2. Language Arts, students identify situations in which they have used writing skills on their own. Study and practice
  a. writing personal letters
  b. having discussions with family and friends
  c. using the telephone socially and for business.

5.3 A. 3. Art. Students identify the importance of communication through art in society. List art occupations from A to Z.

4. Music. Students consider what and how music communicates.

5. Invite speakers from the community and from business to share their perspectives of the importance of communication skills. Young people in college or successful students from high school or vocational school would relate well to the children and provide an example for them.

6. Children observe and keep a log of communication skills observed in one three-hour period. Share and discuss findings.

5.4 Uses objective and critical thinking.

A. Utilizes basic research skills in problem solving.

❖ 1. Mathematics, "It's Probably So" p.105

2. Social Studies/Mathematics. Students look through classified help wanted ads. Decide what data they will need to determine job trends in the area. Such data would include types of jobs, salaries, experience needed. Students graph data and discuss the trends shown on the graphs.

3. Use scenarios involving real situations suggested by students, such as: Joe joined a record club and wants to cancel his membership. Have students research Joe's contract and Joe's rights.

B. Develops and uses skills of inquiry.

❖ 1. Reading/Social Studies, "Telephone Book 'Know How'" p.106

2. Give the students a problem involving scientific phenomena. Ask students to generate a list of questions that the answers to which will lead them to a better understanding of the phenomenon. Practice generating questions in large groups, small groups, and then individually. Pre and post test students on their ability to generate relevant questions.

❖ 3. Language Arts, "Teasers" p.108

❖ 4. Reading, "Socks" p.109

5. All subjects. Students research various topics using library skills as well as writing skills.

5.5 Uses computational skills effectively.

A. Applies computational skills to school and non-school activities.

◆ 1. Mathematics, " 3 Fors" p.110

2. Use a simulated supermarket in the classroom. Each child should have an opportunity to take each role.

◆ 3. Mathematics, "On the Fence" p.111

◆ 4. Mathematics, "Taxes" p.113

5. Social Studies/Mathematics. Study mileage charts found on maps. Calculate mileages between points on the map.

◆ 6. Mathematics, "Chinese Food" p.115

◆ 7. Mathematics, "How Cold Is It?" p.116

◆ 8. Mathematics, "48 Flavors" p.117

◆ 9. Mathematics, "Sale, 30% Off" p.120

◆ 10. Mathematics, "Grocery Shopping" p.121

5.6 Relates computational skills to careers.

A. Identifies a variety of activities and tasks of self and others which require computational skills.

1. Mathematics. Have students make a collection of graphs from newspapers and magazines. Discuss how graphs are used. Have students select a topic to graph - perhaps survey a population or keep track of termperatures, costs of certain items, etc.

2. Students keep logs of all the math they use or observe being used in one 24-hour period.

◆ 3. Mathematics, "Metric Me" p.123

References pp. 127, 128

"Listen Carefully"

Subject area competencies: Gathering information by personal interview

GOAL AREA Communication and Computational Skills

SUBJECT Language Arts

GRADE 5

Basic skills: Communication skills

Career development objective/indicator: 5.1A Applies listening skills in school and out of school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Conducting interviews A. Formulating questions B. Gathering and analyzing data C. The importance of listening during interviews D. Clarifying responses E. Reporting interviews accurately	I. Interviews A. Each student will interview a working/retired member of the family (or friend/neighbor) using a basic question format sheet regarding: Job description Requirements Training/Education Areas of employment Living conditions Work schedule Social advantages Is job satisfactory for your children to pursue? Interviewee's availability for class interview. B. Interview by letters to citizens in local retirement villages - as above. C. Soliciting by letter for enrollment in District Resource List of Volunteers e.g. parents, teacher, retirees, etc. II. Alternate idea: conducting a survey. A. Teacher explains what a survey is.	I. Working people in the community, especially neighborhood contacts. II. District Resource List of Volunteers. III. Tapes of previously interviewed workers.	I. Role playing of various situations utilizing job skills previously discussed. II. Written testing by matching preparation/training with job. MD -college+med.school + internship + testing Plumber -high school + trade school + testing Carpenter -on the job skill development III. Written report of interview to be evaluated by teacher as to composition, caps, punctuation, grammar, etc. IV. Use a tape recorded interview. Have students accurately summarize information. Check for accuracy of information.

Listen Carefully (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	B. Teachers explains interview technique. Shows sample question: How do you think the school lunch program could be improved. C. Children are instructed to write a question which allows classmates to express an opinion. D. Children approach several of their classmates with the qeustion. Responses of the classmates are recorded.(Six interviews should be recorded by each student.) E. Optional Activity: Interviewer may draw face of interviewee. Example: Question: _____ Answer: Jane Smith: "I think _____		

SAMPLE INTERVIEW QUESTIONS

1. What special interests or skills do you need for your job?
2. What other occupations can you do with your knowledge and training?
3. What ways can I get this job - training, college, experience?
4. What type of person do you have to be in order to like, and be successful at, your job?
5. What are all the different jobs you have had and which have led to the one you now have?
6. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
7. What school subjects do you use in your work and how?
8. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?
9. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
10. Are your hobbies like, or different from, your job?
11. Why is your job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

Did You Hear That?

Subject area competencies: Comprehension of written or orally presented material.

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 4-6

Basic skills: Listening, writing, speaking.

5.1A

Career development objective/indicator: Develops listening skills. Applies listening skills in school and out of school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Expanding listening and comprehension skills. A. Stories that have many details B. Stories that have obvious sequence of events C. Narrative tales D. Current news E. Radio story II. People who use listening skills in their work. A. Lawyers B. Librarians C. Teachers D. Clergy E. Secretaries F. Personnel workers G. Scientists H. Reporters I. Interpreters	I. Explain difficult vocabulary words that will be met. II. Play records and tapes of stories. III. Watch TV news program. IV. Listen to radio program. 	"The Black Cat" (record) Real Stories - "Rescued by Human Chain" (tape) Just So Stories - Kipling "How the Whale Got His Throat" "How the Camel Got His Hump" (tape) TV news program WOR Radio Mystery Theater	I. Answer and discuss dittoed questions to evaluate the extent to which the student listened to and was able to recall details. II. Students, after listening to a story, will arrange a list of events in the correct sequence. III. Students will dramatize the story. IV. Students will speak one minute on a heard or seen news item - without notes. V. Students will write summary of story. (100-150 words)

THE BLACK CAT

EDGAR ALLAN POE

Write the answers to the following questions on a separate sheet of paper.

1. From what, as a child, did the main character derive a great deal of pleasure?
2. What was the name of the first cat?
3. Why did the man become angry at the first cat?
4. What did he do to the cat then?
5. Later what did he do to the cat?
6. What happened that the man felt was a result of his violence and cruelty to the cat?
7. What was found the next day on the plaster wall against which his bed had formerly stood?
8. When he discovered the second cat, where was it sitting?
9. Was the man fond of this cat?
10. How was this cat like the first cat?
11. How was it different?
12. Explain the circumstances of the wife's death.
13. What methods did the man consider to dispose of his wife's body?
14. What did the murderer do that made the police suspicious?
15. What did the police do? What did they find?

News Xtra

Subject area competencies: Writing a newspaper article

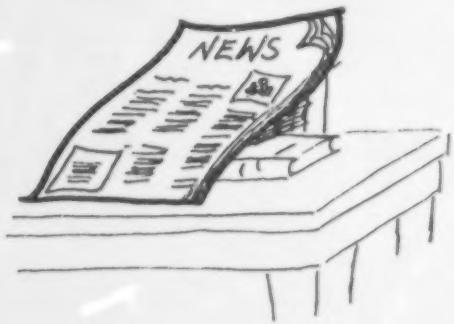
GOAL AREA Communication and Computation Skills

SUBJECT Creative Writing

GRADE 6

Basic skills: Reading, writing

Career development objective/indicator: 5.2A Uses writing and speaking skills effectively. Idenfities situations requiring high levels of writing and verbal skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Acquainting the students with a professional newspaper A. Types of writing that are illustrated in the paper 1.News story 2.Editorial 3.Classified ad 4.Special features and articles 5.Sports page 6.Others B. The people who write for the paper 1.Educational background 2.Experience II. How to write news articles III. Other forms of professional writing.	I. Each student brings in a newspaper or "Special Edition of the News" - Scholastic Newstime. II. Read to the class the article "Newspaper Reporter" from Writing Careers. III. A bulletin board display illustrating the different types of writing found in a newspaper. IV. Each of the five types of articles and the authors is discussed. V. Children spend time writing an article for each of the five categories. VI. Children do independent research on career opportunities in journalism. Guest speaker or field trip to a local newspaper.	Writing Careers by Gurney Williams III "The Big Story" - 10 page booklet by Society of Professional Journalists Career information from The American Newspaper Publishers Association Foundation, Washington, D.C. Copies of local newspaper. "Special Edition of the News" Scholastic Newstime	Given a list of jobs and their descriptions, student identify those that require a high level of writing skill. Students rank jobs according to writing skill level required. 

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TV COMMERCIALS

Subject area competencies: Sentence structure, correct form and usage, spelling, capitalization, punctuation, creative writing.

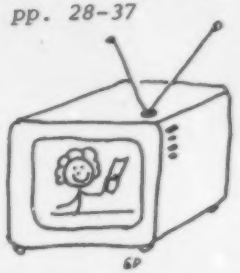
GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 6

Basic skills: Reading, writing.

Career development objective/indicator: 5.2A Uses writing and speaking skills. Identifies situations requiring high levels of writing and verbal skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Writing a television commercial script. I. Components A. Introduction or lead in B. Message C. Tag line II. Elements needed A. Interest B. Creativity C. Appeal to senses D. Persuasion E. Coordination of script and acting or graphics	Following instructions and after understanding the lesson "Dramatizing a Television Commercial," pages 32-33, students: 1. Form groups of their own choosing. 2. Each group a. writes a TV commercial script for a product (product may be made up by the students) b. reworks script until approved by the group and the teacher c. submits a final copy of script for evaluation 3. Students dramatize their scripts to each other. Use TV to tape skits/scripts if available. 4. Visit a TV studio or invite speaker to come in if available.	Progress in English, 2nd Ed., Laidlaw, New York, 1975, pp. 28-37 	Teacher evaluates scripts considering the following criteria: 1. Originality 2. Correctness of sentence structure, form and usage, spelling, capitalization, punctuation, and creative writing 3. Ability of students to work within a small group 4. Amount of student's individual contribution 5. Whether the commercial persuades and influences a prospective buyer.

BUZZ

Subject area competencies:
Counting, multiplication, multiples

Basic skills: Multiplication

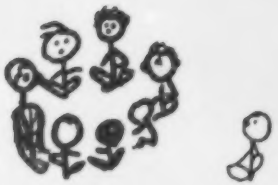
Career development objective/indicator: 5.2A To develop and apply listening skills

GOAL AREA Communication & Computation Skills

SUBJECT Mathematics

GRADE 5

Suggested time= 20 mins/day for 5 days

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Multiples of seven recognition II. Preparation for division 	"Buzz" - duration 5 days Day 1 Organize children and chairs in a circle. Explain rules: "Buzz" Children sit in a circle and begin to count, starting with "one". Instead of saying number that has a 7 in it, or that is a multiple of 7 (14,21,28,35,42,etc.) they must say "Buzz". The game should proceed at a good speed. When someone doesn't say "Buzz" when it should be said, or who says "Buzz" when it shouldn't be said, is OUT. That person sits out until the next person becomes OUT. He or she then takes that person's place in the circle. The games should last about 15 - 20 minutes.	1 chair/person 1 test/person	Teacher observation. How often did child sit out. Written test to determine mastery. Table 1-100 circle multiples Class discussion of activity. - describe importance of listening - how can this be applied to other situations in life - listening to news - directions

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GOING PLACES

Subject area competencies:
Letter writing skills and paragraph formation

Basic skills: Written communication (Business Letter)

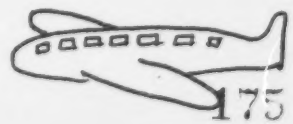
Career development objective/indicator: 5.2A-Identifies situations requiring high levels of writing and verbal skills

GOAL AREA Communication & Computation Skills

SUBJECT Language Arts

GRADE 4-6

Suggested time: 3 - 25 minute periods (approximately)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
BUSINESS LETTER I. Modes of transportation A. airplane B. train C. bus D. ship E. taxi II. Write Letters A. Heading B. Inside Address C. Greeting D. Body E. Closing F. Signature 	1. Class is divided into small groups. 2. Groups choose a particular mode of transportation (airplane, train, bus, ship, taxi) 3. Each group writes a letter to the personnel department of a company (which provides the mode of transportation they have selected) to research its career opportunities. 4. Provide groups with guidelines for writing their letters: 1st paragraph: Identification of self, grade, school; topic being studied, and why information is needed on types of jobs the company offers. 2nd paragraph: Explain need of specific information: Career listings General requirements(schooling, skills needed to do the job) Work-role characteristics (working conditions, salary levels, benefits, advancement possibilities) 3rd paragraph: Request any posters or brochures the company uses for advertising.	1. For local addresses look in Yellow Pages of phone book. 2. For major companies write to such places as: American Airlines, Inc., Personnel Dept. 633 Third Avenue New York, N.Y. 10017 Amtrak Public Affairs Office 955 L'Enfant Plaza, N SW Washington, D.C. 20024 Greyhound Bus Towers Greyhound Tower Phoenix, Ariz. 85013 Cunard Line Ltd. Personnel Dept. 555 Fifth Avenue New York, N.Y. 10017	1. Inclusion of, correct placement, and writing of letter parts: Heading Inside Address Greeting Body Closing Signature 2. Letter content, including Paragraph form Sentence Structure Capitalization Spelling Punctuation 3. Proper addressing of an envelope, including return address. 4. Group organization of information and materials collected. 

More News

Subject area competencies:
Reading Newspapers

Basic skills:
Reading, writing

GOAL AREA Communication and Computation Skills

SUBJECT Remedial Reading

GRADE 6

Career development objective/indicator: 5.2A-Uses writing and speaking skills effectively/Identifies situations requiring high levels of writing and verbal skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Newspapers A. Organization B. Careers involved C. Skills needed	I. Discussion and reading of newspapers. A. Day I - Discuss different sections of newspaper, varied and different jobs of people involved. 1. Cartoonist 2. Sports 3. Writer 4. Fashion editor 5. Editor 6. Photographer 7. Reporter B. Use ditto: "Using Charts" "Bring newspapers tomorrow" C. Day II- Children read orally editorial, sports page, special events, classified, leisure, etc. D. Use ditto: "5 W's in reporting"	Local newspapers Brown, Sandra M., "Using Newspapers", Using References, Modern Curriculum Press, 1977 PP. 38-39 The Instruction Publications, Practice in Research and Study Skills, Book C "Using Charts," 1973 Millikin Publishing Co., Our Living Language, "5W's in Reporting" "Practicing with the 5 W's" 1970	1. Teacher-made test A. What are some of the skills needed to work on a newspaper? B. Which would be the hardest job- the easiest job on a newspaper in your opinion? C. What other jobs require good writing and verbal skills? 2. Group product showing mastery of content. e.g. A. Write a small newspaper- examples of different sections. B. Individual compositions C. Skit- news casting.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	E. Day III - Write a short newspaper account telling of an event- as if you were a reporter. Use ditto:"Practicing with the 5 W's." F. Day IV - Discuss skills editors, reporters, etc. need to know-also newscasters- 1. research 2. reading and writing skills 3. diction 4. vocabulary 5. appearance 6. weathermen 7. math skills 8. maps 9. graphs 10. charts, etc. G. Day V - Summary 1. Why are newspapers important? 2. What are the skills needed to work on a newspaper? 3. Would you like to have that kind of job?		

classified information

Subject area competencies:
Language Arts (Writing and interpreting information)

Basic skills: Communication

Career development objective/indicator: 5.3A-Identifies how communication skills are needed by self and others in and out of school.

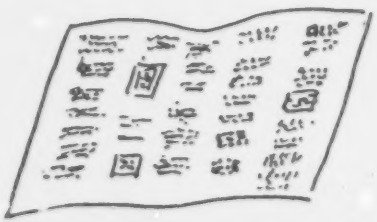
GOAL AREA Communication & Computation Skills

SUBJECT Language Arts

GRADE 4-6

Suggested time: 10-25 minute lessons (approximately)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Purposes of classified advertising II. Kinds of classified advertising III. The language in classified advertising	1. Teacher guides pupils in studying classified ads (using teacher-prepared transparencies on an overhead) 2. Talk about the kinds of information that goes into a classified ad: Who puts classified ads in the paper? Why ads are put in the paper. Clarity, shortness and cost: How ads should be written Cost based on inch space or the number of words used Abbreviations used to conserve space. 3. Pupils find and analyze classified ads in the local paper relating to job openings, lost and found, houses/apts for sale/rent. 4. Pupils cut out ads that appeal to them giving an oral/written summary of the information given about the ad	Overhead Transparencies (Teacher made from classified ads) Newspapers (Classified ads) Blackboard	1. Test (written) to be able to match newspaper abbreviated terms with a definition that best fits it; e.g. dept. department A.C. air conditioned W.W. white wall tires 2. Oral/written summary of information given in a pupil chosen ad from the paper. 3. Pupils made up classified ads 4. Constructive critiques made by pupils. 5. Bulletin board display of ads made by the pupils.



CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	5. Pupils make up classified ads and write them on the board. Other class members offer helpful suggestions and check to be sure that all necessary information is included. 6. Bulletin board display of ads.		

It's Probably So

Subject area competencies: Concept of probability. English language.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 6

Basic skills: Reading and writing.

Career development objective/indicator: 5.4A Uses of objective and critical thinking. Utilizes basic research skills in problem solving.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Probability: likelihood; chance stronger than possibility but falling short of failing, short of certainty; quality or state of being probable; in all probability, very likely, quite probable. II. Fractions: what part of the whole	Ask each student to cut out and to bring to class a fairly long news article. Have the children tally the lengths of the words in the story. The number of words that have one letter, two letters, three letters, etc. Then ask them to answer the following questions: 1. What is the total number of words? 2. Which word length occurs most often? 3. Write a fraction of your article that has each word length; the number of words with that number of letters; the number of words in the entire article. 4. Do you think the count will be the same for another article? 5. Try it. Which occurs most this time? Is it the same as before? Why do you think this is so? 6. Relate the lesson to the concept of probability.	Newspaper article Pen and paper 	The teacher combines their results. As a group, class will then answer these questions relating their class tally to individual tally. 1. Which word length is most frequent? 2. Is it the same length as your most common length? 3. What word length is most common in English? Why?

Telephone Book Know-how

Subject area competencies: Telephoning and researching skills

GOAL AREA Communication and Computation Skills

SUBJECT Reading

GRADE 4

Basic skills: Communication

Career development objective/indicator: 5.4B Develops and uses skills of inquiry.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Using the telephone for solving problems A. Yellow pages B. Purchases by phone C. Locating information D. Meeting emergency situations II. Review of dictionary skills III. Telephone courtesy A. Asking the right person B. Asking the right questions	1. Discuss with children the importance and proper use of the telephone. Include the importance of finding specific numbers in times of emergency. 2. Have children open telephone books brought from home. Discuss the various information found in the telephone book. e.g. community services, white pages, yellow pages, general contents 3. Direct children to their local community information numbers in phone book. Have children find the number to call in case of a. accident d. illness b. fire e. drowning c. robbery f. flood 4. Have children write these departments and numbers on an index card to be brought home and taped near phone. 5. Display an oak tag cut-out of phone titled "Let Your Fingers Do The Walking"	1. Oak tag cut out of phone titled, "Let Your Fingers Do The Walking" 2 Two toy telephones 3. Index cards 4. Telephone directory	Teacher Evaluation 1. Children have improved oral communication skills. 2. Children use dictionary skills to obtain information. 3. Children can select and order items from yellow pages for personal use.

Telephone Book Know-How (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	6. Ask the following questions: a. How could you "Let Your Fingers Do The Walking?" b. Where could we locate this infor-. mation? c. How can you use your dictionary skills in this activity? 7. Display index cards with the following requests: (one card for every 2 people) a. I want to order a pizza. b. I want the tree in my backyard cut down and removed. c. I want to purchase new tires for my car. d. I need emergency repairs on my roof because it is leaking e. I want to rent a car. f. I want to rent a pick-up truck. 8. Key word in the item is identified. Children use their dictionary skills to locate informaiton in yellow pages.		
	9. Role play by students - one assumes role of purchaser and the other as the store owner. 10. Students discuss good communication skills and evaluate the inquiries made for each item. 11. Discussion about the many different kinds of workers employed by the telephone company. This is preparation for making their own career choices if they choose to find employment in the telephone company.		

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Teasers

Subject area competencies: Oral expression, summarizing

Basic skills: Listening, verbalizing thoughts

Career development objective/indicator: 5.4B Develops and uses skills of oral inquiry and critical thinking.

GOAL AREA Communication and Computation skills

SUBJECT Language Arts

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Language Arts A. Listening B. Parts of a story 1. plot 2. characters 3. situation C. Verbal expression of thoughts 1. summarizing 2. developing solutions using critical thinking	I. Brain Teasers A. Explain "ground rules" for solving brain teasers. 1. Teacher describes situation. 2. Students take turns asking questions which require "yes" or "no" answers from teacher. 3. Students listen to answers to piece together information - use this to solve problem. 4. Students solve brain teaser. 5. Discussion II. Sample: Boy went to dentist. Boy was dentist's son, but dentist was not boy's father. Explain.	1. Burns, Marilyn, *The Book of Think (or How To Solve A Problem Twice Your Size.* Little, Brown & Co, 1976. 2. Gardner, Martin, *The Arrow Book of Brain Teasers.* Scholastic Book Service, 1959.	I. Through observation, teacher follows students' processes of thinking. II. Through discussion, group explains what clues led them to solution. A. What parts of the story seemed to be misleading? B. What biases contributed to your direction of thought? (i.e., dentists being men)

"SOCKS"

Subject area competencies: Comprehension

Basic skills: Reading

Career development objective/indicator: 5.4B Uses objective and critical thinking. Develops and uses skill of inquiry.

GOAL AREA Communication and Computation Skills

SUBJECT Reading

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Making inferences about what facts mean or might mean. II. Techniques used to reveal characters. III. Animals' behavior.	1. Introduce story. Ask if anyone has ever watched an animal, wild creature or a pet. How does it act? Does it think and have feelings? What evidence have they seen that makes them believe this? Will that animal, say a dog or cat, feel jealous if another animal is getting all the attention? How might it react? Allow time for a discussion so that students may voice their opinions and observations. 2. Tell students to read the story to learn how Socks, the cat, felt about the changes in his life. (Read silently) 3. After reading, discuss the story with class using such questions as: What things bothered Socks after Charles William arrived? What frightened the baby? What did the Brickers do to start Socks on his diet? 4. Have students develop questions to ask other class members.	Reading Textbook: Majesty and Mystery, Allyn & Bacon, Inc. 1978. Level 17, pages 24-37. "Socks and the Formula" 	Written Test: (sample questions) 1. What descriptions in the story let you know that the writer understands cat behavior? 2. Which of the people in the story would you dislike the most if you were a cat? Why? 3. The author described Socks in several funny situations. Which one did you enjoy most? Why? 4. What feelings did Socks seem to have? 5. Do you think cats really have these feelings? 6. Which story character did you like best? Why? Which one did you like least? Why? 7. What questions would you like to ask the author yourself after reading the story?

3 FORS

Subject area competencies: To improve consumer skills

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 6

Basic skills: Computation- Fractions and ration

Career development objective/indicator: 5.5A To be able to determine the better buy between multi-sale items. Applies computation skills to school and non-school activities.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
An activity to show the relationship of math learned in the classroom and its application toward purchasing the best buy in today's supermarket. I. Division II. Fractions III. Proportion	1. Review the elementary process of division to determine the price of one item. 2. Establish the relationship between items proced in terms of 3 for 49 with 49/3 as fractions already taught. 3. Review the concept of like/equivalent fractions. 4. Introduce the concept of ratio and proportion toward determining the best buy of an item.	1. Texts. Scott-Forsman or Addison Wesley (Mathematics Around Us) 2. Newspaper ads. 3. Concrete items brought in by students.	1. Teacher test. 2. Students identify other uses of fractions when purchasing.

On the Fence

Subject area competencies: Measurement, addition and multiplication; computation of perimeter and cost.

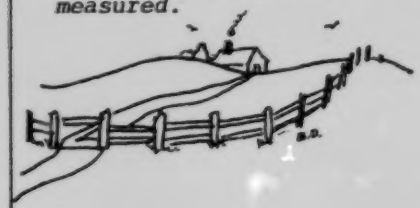
Basic skills: Mathematics

Career development objective/indicator: 5.5A Uses computational skills effectively in and out of school.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Calculating perimeter II. Calculating costs of fencing III. Percentage. Calculating the cost of taxes.	Day I 1. Draw a rectangle on board and lebel length and width in feet. Explain that this is a backyard that needs fencing. Discuss how to find the amount of perimeter by adding all 4 sides of the backyard. 2. Use an advertisement for fencing, such as the Sears catalog. Have class choose height and type of fencing. Decide on the size and type of gate. Subtract width of gate from the amount of fencing needed. 3. Compute the cost of fencing by multiplying the per foot cost by the amount of fence needed. 4. Explain to the class that they will need to purchase posts, corner posts, and gate. On the drawing on the board, decide how many posts will be needed to support the fence. Multiply this figure by the per post cost. Multiply the cost of the corner posts by 4. Add these costs, the cost of the gate, the	Mail order catalog or other fence advertisement Tape measure A marked off rectangular section of the school yard	1. Check the children's written work for accuracy in finding perimeter, multiplying cost of fence and tax. 2. Observe and listen to answers during discussion. 3. Observe the children while they are doing Step 7 and check their work for accuracy. 4. Students identify other situations when perimeter is measured. 

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	cost of the gate hardware, and the cost of the fencing. 5. Explain to the class that tax will have to be paid on the total. Ask how much tax we pay in NJ. Multiply the total cost by $.05. Round to the nearest penny. 6. Add the fence and tax cost. 7. Do this a few times and have the children explain what to do. <u>Day II</u> 1. Mark off a section of the playground. Have the children work in pairs or singly to measure the area, compute the perimeter, and figure the cost for fencing the area.		

TAXE$

Subject area competencies: Computation of sales tax.

Basic skills: Multiplication and addition

Career development objective/indicator: 5.5A Uses computational skills effectively in and out of school.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Taxable items. II. Calculating tax on items.	Day I - Discuss with the class items which are taxable - pet food, paper products, restaurant bills, building materials, etc. Explain that these are considered luxuries. Have the children list on the board things that they and their families have paid tax on. Ask them to bring in advertisements for taxable items, also sales receipts or prices of taxable items. Day II - Use an advertisement or bill and compute the tax for the item. (Do this on the board and explain each step.) Multiply the cost of the item by .05. Explain that NJ sales tax is $.05 on each dollar. When you have finished the computation, show the class that there are four places behind the decimal. Explain that you must round the number to the nearest cent.	Advertisements Receipts Price lists 	1. Observe and listen to children during group work session. 2. Check the children's worksheets to see if they have accurately computed the cost, tax and total. 3. On the next scheduled test, include a few items involving the computation of the sales tax and total cost.

Taxes (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	Demonstrate on the board. Add the tax cost to the cost of the item to find the total amount to be paid. Repeat this several times. Ask the children to explain the steps as you do them on the board. Have the children name items and costs from the advertisements and receipts brought in. Have someone work out the tax on the board as the class does it at their seats. Do this a few times. Make a shopping list on the board from taxable items the children name. List the prices. Ask the children to compute the cost of the items and then to find the tax and the total cost.		

Chinese Food

Subject area competencies: Adding and subtracting with money.

Basic skills: Computation skills - adding, subtracting

Career development objective/indicator: 5.5A Applies computational skills to school and non-school activities.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Mathematics 1. Adding amounts of money 2. Calculating percentage 3. Subtraction to determine change.	1. Children will look at menus from the Chinese restaurant. 2. Class will discuss various courses such as appetizers, soups, entrees and desserts. 3. Children will list choices for meals and list prices using proper dollar signs and decimals. 4. Children will total up amounts and see how much change is left from $20.00. Remember to calculate 15% gratuity.	1. Restaurant menus 2. Commercial play money 	1. Teacher evaluation of money computation by children. 2. Teacher made ditto using restaurant items to check understanding of adding and subtracting numbers.

HOW COLD IS IT?

Subject area competencies: Graphs

Basic skills: Math

Career development objective/indicator: 5.5A-Uses computational skills effectively in school and non-school activities.

GOAL AREA Communication and Computation Skills

SUBJECT Math/Science

GRADE 5

Suggested time: 1 - 40 min. period and 9 or 14 5-10 minute periods.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Thermometers A. Celsius B. Fahrenheit II. Calculating the temperature. Converting from Fahrenheit to Celsius. III. Occupations dependent on or affected by changes in weather.	This lesson assumes that students have been introduced to graphs and have some basic knowledge of graphs. 1. Begin the activity by having the students examine the thermometers. After they have done this, discuss their observations. Possible questions for discussion: Which one do they use at home? What is the temperature of the classroom now? etc. Try to get as many students involved as possible. 2. Tell the students that since the United States will be changing to the metric system in the near future we will be reading and recording the temperature each day for the next 2 or 3 weeks. They are to make 2 graphs: one Celsius and one Fahrenheit on the graph paper. If necessary, review line graphs at this point. 3. Discuss and list occupations in which temperature readings are important. Discuss situations at home when temperatures are of	Celsius and Fahrenheit thermometers for every 2 students. Holt School Mathematics, Holt, Rinehart, & Winston, Inc., 1974. Graph paper TV weather forecasts Colored pencils	Completion of line graphs, showing daily Celsius and Fahrenheit temperatures over a 2 or 3 week period. How do changes in temperatures affect activities at home? Why is it useful to know the temperature outside?

48 FLAVORS

Subject area competencies: Gather information and organize that material in terms of ratio and percent

Basic skills: Ratio - Percent - Graphs

Career development objective/indicator: 5.5A-Applies computational skills to school and non-school activities.

GOAL AREA Communication and Computation Skills

SUBJECT Math

GRADE 6

Suggested time: 4 to 5 class periods.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Taking polls A. Sampling B. Analyzing data II. Calculating percentage III. Application A. Poll taking B. Ice cream sales	1. Choose the ten top favorite ice cream flavors within the class. 2. In teams of two, poll each class in school as to the student's favorite flavor. 3. Organize the poll results: a. boys b. girls c. adults voting for each flavor. 4. Back in class have each team figure percentage of boys and girls which voted for each flavor within a classroom. 5. Extend further by teams pooling information and figuring percentage of primary students, intermediate students, adults that voted for each flavor. 6. Graph results (bargraph) for each category. Discuss findings. 7. Figure percentage of entire school body preference and graph those results.	1. Heath Elementary Math, Level 6, Chapters 2 & 7 & 11 2. Instructo Overhead Transparencies - "Graphs" 3. Teacher demonstration of plotting material on a graph	1. Teacher observation of the students' ability to use poll results in computing ratio, percent and then graphing those percentages. 2. Final graphs and figures submitted by each team. 3. Final graph of the large school totals. 4. Teacher-made test including fractions and decimals converted to percent. Sample questions: a. 1/4 - _____% b. Convert to fractions 33 1/3%= _____ c. .02 - _____% d. .60 - _____%

48 Flavors (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	8. Name some famous polls (e.g., Gallup) and discuss their value. Research other national polls and report back to the calss some of the interesting highlights. 9. If you were the owner or manager of an ice cream shop, how would a poll like this help you? Interview an owner or manager of an ice cream store and ask how he or she decides how much of each flavor to order.		

	CHOC. CHIP MINT	CHOC. MARSH.	VANILLA FUDGE	CHOC.	VANILLA	MARBLE CRUNCH	HEAVENLY HASH	CHOC. CHIP	BUTTER ALMOND	STRAWBERRY	ROCKY ROAD	
BOYS												
GIRLS												
ADULTS												
TOTAL												
% BOYS												
% GIRLS												
% CLASSES												
% PRIMARY												
% INTERMED.												
% ADULTS												

Subject area competencies:
Subtraction of large nembers

Basic skills: (Subtraction) Math

Career development objective/indicator: 5.5A-Applies computational skills to school and non-school activities.

GOAL AREA Communication and Computation Skills

SUBJECT Math

GRADE 5

Suggested time: 2 days

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Retail prices and sale prices II. Computing percentages III. Addition, Subtraction %	1. Teacher will use Opaque Projector - project ad and read and discuss with class. Identify retail and sale price. Identify mathematical process to be used to find the difference in the prices. 2. Students will then each select 5 ads from their paper or catalog, cut out ads and paste on paper. They will then compute differences in retail and sale price.	Newspaper and/or department store sale catalog. Opaque Projector	1. Teacher observation of individual students progress. Teacher correction of assigned work. 2. Written test to determine skill mastery. Sample item: Retail price for bicycle: $87.98 Sale Price 56.99 What is the difference in the two prices?

GROCERY SHOPPING

Subject area competencies: Develop skills needed to use and apply decimals.

Basic skills: Adding, subtracting, multiplying, dividing decimals.

Career development objective/indicator: 5.5A Applies computational skills to school and non school activities.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Careers which deal with decimals A. Grocery clerk B. Salesman C. Secretary D. Doctor E. Teacher II. Decimals related to home use A. Grocery shopping B. Paying bills C. Figuring averages of monthly bills	1. Introduce decimals concept of add, subtract, multiply, divide. a. Teacher-made worksheet and transparency of problems. b. ICPS Lab for review. 2. Make up grocery list for food shopping. a. Use newspapers for advertised items. b. Plan a menu for one day with cost. 3. Plan a weekly shopping list for a family of four. 4. Compute average utility bills. a. Use old utility bills 5. Give each child a group of grocery items to add. a. Use emply grocery boxes. b. Use teacher-made worksheet.	1. ICPS Lab 2. Old boxes from store 3. Newspaper 4. Old bill stubs 5. Teacher-made worksheet 	1. Were the students able to add 3-4 items on a grocery list? 2. Did students realize the importance of decimals to careers? 3. Can students add, subtract, multiply and divide decimals? Teacher-made test. 4. Did students realize how we can use decimals at home?

SAMPLE WORKSHEET

1. Using the newspaper.

   a. Which store sells tuna fish the cheapest?
   b. How much would three cans of tomato soup cost at:
      1. Shop Rite
      2. Foodtown
      3. A & P
      4. Pathmark

2. If you shopped at (name a particular store), how much would your grocery bill be for the following items?

   a. 2 gallons of orange juice
      1 gallon of milk
      2 loaves of bread
      3 heads of lettuce Price: _____

   b. 2 pounds of apples
      3 loaves of bread
      4 cans of pea soup
      3 boxes of spaghetti
      2 jars of Ragu sauce Price: _____

   c. 1 dozen rolls
      2 pounds of ham
      3 jars of mayonnaise
      1 jar of mustard Price: _____

METRIC ME

Subject area competencies: Measuring and recording

GOAL AREA Communication and Computation Skills

SUBJECT Math

Basic skills: Math (Metrics)

GRADE 4-6

Career development objective/indicator: 5.6A Identifies a variety of activities and tasks of self and others which require computational skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
METRIC SYSTEM I. Metric Measures A. CELSIUS as a unit for measuring temperature B. GRAMS to measure weight C. METERS/CENTIMETERS to measure length D. KILOMETERS to measure distance E. LITER as a unit for measuring volume. II. Why and where metric measures are used. III. Comparisons between Celsius and Fahrenheit.	1. Discuss the need to use appropriate measurement units. 2. Using a Fahrenheit and Celsius thermometer (or weather reports from newspaper, TV or radio) children keep two separate graphs recording Fahrenteit and Celsius temperatures each day for a week. 3. Compare the two graphs and share observations. 4. Bring in any commercial boxes or cans that show metric, customary or both units of weight. 5. Fill in (attached) identifying product, metric, customary, or both units of weight. 6. Worksheet "Metric Me" (attached). Children help measure each other: - tape measure to record data in inches. - record data in centimeters (using string the same length as body part, lining it up next to metric ruler or stick for measurement)	Fahrenheit and Celsius thermometers (or newspaper, TV, radio weather reports giving temperature. Graph paper Commercial boxes Ditto identifying product, metric, customary, or both units of weight. (attached) "Metric Me" worksheet (attached) Tape measures, string, metric rulers, sticks. Measuring cups and a variety of bottles, jars, and cartons.	1. Accurate recording of Fahrenheit, Celsius temp. 2. Participation in discussing recorded observations. 3. Involvement in collecting boxes, cans showing weights. 4. Completion of (attached) ditto identifying product, metric, customary, or both units of weight. 5. Completion of (attached) worksheet "Metric Me" 6. Itemized list of 10 items including measurements in inches, centimeters. 7. Participation in "Measurement Hunt" 8. Teacher observation of chidlren experimenting at their own pace, measuring and recording.

Metric Me (continued)

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
	7. Children make a list of 10 items and their measurements both in inches and centimeters. *8. A "Measure Hunt" to find objects of various given lengths. The child or team of children (armed with rulers) who finds the most objects of the given length wins. E.g:* *- items 1 meter long;* *- items 1 centimeter long;* *- items that hold 1 liter.* *9. Provide a liter measurement, measuring cups and a variety of bottles, jars, and cartons. (Pyrex measuring cups now have metric markings). Allow students to experiment, at their own pace, measuring containers of water using liters and cups*	*Ditto* *Pyrex measuring cups having metric markings.* *Metricated recipe, "Orange Frost" (attached)*	*9. Successful making of (attached) metricated recipe, "Orange Frost"*

Metricated Recipe: ORANGE FROST

180 milliliters of frozen concentrated orange juice
1/4 liter of milk
1/4 liter of water
1/8 liter of sugar
6-8 ice cubes

Place the mixture in a blender and blend until ice is crushed. This serves 4.

180 milliliters = 6 ounces
1/4 liter = about 1 cup
1/8 liter = about 1/2 cup

HOW ARE PRODUCTS MEASURED?

PRODUCT	METRIC	ENGLISH SYSTEM (Customary)	BOTH
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

METRIC ME

Name _____

Age _____

Height _____ inches

_____ centimeters

Waist _____ inches

_____centimeters

Arm Span (arms outstretched)
_____ inches

_____ centimeters

Hand Span (pinkie to thumb)
_____ inches

_____ centimeters

Reach (tip of nose to end of hand)
_____ inches

_____ centimeters

Weight _____ pounds _____ grams

MEASURE HUNT

Measure	Items	
1 meter	_____	_____
	_____	_____
1 centimeter	_____	_____
	_____	_____
1 liter	_____	_____
	_____	_____

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Career & Subjects

Goal 6. Career Implications of subject matter. Improve understanding of the relationship between schooling and work.

6.1 Identifies career implications of school experiences.

A. Identifies a variety of uses for skills gained in school

1. Make a list of skills learned in school. Chart or mark the times and ways each skill is used in a given period of time, e.g. , 24 hours - 3 days.

2. Mathematics. Challenge students to find an occupation in which no math is used. Keep a running list. Students research the various occupations to reach agreement.

3. Ask community representatives and business people to visit the class to discuss skills learned in school and how they have helped them on the job.

4. Interview parents to ask them the three most valuable things learned in school. Pool and discuss the results.

6.2 Relates specific school experiences to job requirements.

A. Identifies skills of workers that were learned in school.

1. Mathematics, "Standardized Tests" p.131

2. Students read biographies and report on the occupations each biographical description represents. Discuss occupational requirements and how school experiences contribute to their attainment.

3. Take a field trip to a newspaper plant, local manufacturing plant, etc. Students prepare a chart of basic skills or knowledges learned in school. Keep a record of such skills or knowledges observed.

6.3 Develops an educational plan to address career choice.

A. Recognizes the need for achievement in school in order to gain success in future experiences and future grade levels.

1. Relate a lesson on map reading to people who use map reading in their work.

6.3 A. 2. Students propose plans for several years of hypothetical students. Divide class into small groups and have each group discuss the kinds of achievement needed by the person at critical points along the way. Ask a successful high school senior to share with the group the need to achieve at each grade level.

3. Use stories about children who have experienced successes or failures. Discuss the impact or consequences of success and failure on future experiences.

6.4 Relates personal skills to subjects learned in school.

A. Identifies skills of working parents that qualify them for jobs.

1. Have students interview parents to find out what qualifications they have for their jobs that were learned in school.

2. Plan "parent-student" event. Parents come to school and discuss in small groups their jobs and the skills needed. This may be done in the evening in conjunction with PTA or a special career night. Some parents may come to address the class during school time.

3. Arrange parent-shadowing experiences in which students go to work for a day with a parent. Be sure to set up a clear assignment involving describing the work done, listing skills learned in school, identifying things learned on the job. Students report back to the group if they wish.

❖ 4. Language Arts, "Career Speller" p.132

6.5 Utilizes teachers, counselors, and other school personnel in pursuing career interests.

A. Recognizes teachers as a source of career-related information.

1. Teachers set up interest areas that include career information. Use worksheets and bulletin boards to provide information. Develop resources with students. Note the requests for career information that come from students.

standardized tests

Subject area competencies: Learning how to take a standardized math test.

Basic skills: Test-taking

Career development objective/indicator: 6.2A Relates specific school experiences to job requirements.

GOAL AREA Career implications of subject matter

SUBJECT Mathematics

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Taking Standardized Tests I. Completing grids A. How to complete grids B. Avoiding errors C. Checking work II. Answering questions A. "Easy" B. "Difficult" III. Preparing for tests IV. Career steps and occupations that require standardized written tests A. College entrance B. Public service/ Civil service C. Others.	I. Let children have practice grids. II. Let them practice filling in the grids with a number 2 pencil. III. Give them practice questions similar to the ones provided on the standardized tests - the multiple choice type.	1. Post test - Metropolitan Basic Skills 2. Self-made dittoes, applicable to math and grade level. 3. Practice grids	1. At beginning of the year give a pre-test based on a past MBS exam. Post test would be the current MBS test given in March. Comparison of the results of both would be a good evaluation tool. 2. Student is able to list and discuss some situations in which test completion is necessary as a job requirement.

career speller

Subject area competencies: Dictionary skills - alphabetizing, finding correct definition, syllabication, finding parts of speech. Interviewing skills

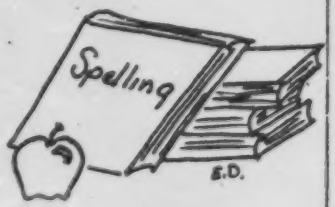
Basic skills:

Career development objective/indicator: 6.4A Identifies skills of working parents that qualify them for their jobs.

GOAL AREA Career implications of subject matter

SUBJECT Language Arts

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Dictionary skills A. Alphabetizing B. Finding definitions C. Syllabication D. Finding parts of speech II. A career questionaire to be used to interview an adult. III. Qualifications and/or training needed for careers.	1. Develop spelling words having to do with the world of work. See sample words attached. 2. Pretest: write all misspelled words five times each. 3. Put all words in alphabetical order. Find syllables and parts of speech for each word. 4. Develop career questions telling what one should know about a career using spelling words. 5. Children interview any adult using these questions. 6. Read and discuss results with children, making certain generalizations. 7. Retest of spelling words.	1. Spelling sheet 2. Questionaire developed by class. 	At end of week there will be a five question quiz. 1. What are five important questions that should be asked about any career? 2. Name three careers in which you need special clothes. 3. What is a synonym for career? 4. What is another name for job form? 5. What part os speech would the following words be: work wage hire

☆☆☆

Soc-Tech-Eco-Pol 7

Goal 7. Socio-Technological-Economic-Political Understanding. Improve understanding of economic, political, and social factors influencing career opportunities.

7.1 Understands and applies sociological concept.

A. Recognizes the social forces that affect workers.

1. Using the newspaper, collect current events that show events or trends that have an effect on workers, employment, or a specific group of workers. Examples from previous events include:

a. Passage of legislation that favors an industry or profession such as medical support, rennovation of public housing, automobile safety equipment, etc.

b. Energy crisis, war, disaster, inventions that make profound changes in either the economy or in kinds of work, e.g., computerization.

◆ 2. Social Studies, "Building Cities" p.137

7.2 Evidences economic understanding.

A. Investigates sources of personal and family income.

1. Students list resources of self and family. Identify possible sources of resources. Group resources according to type such as earned, unearned, regular or certain, uncertain. Share how people expand income and resources.

2. In conjunction with research or social studies, consider how people at other periods in history earned income as compared to today.

7.3 Evidences technological understanding.

A. Recognizes impact of technology on careers and on jobs.

1. Studies early inventors and their products in terms of how life changed as a result of a particular invention.

2. Compares jobs available in America in the early 1800's with jobs available today. This may be done in conjunction with a history lesson.

- ◆ 3. Language Arts, "Communicating" p.138
- ◆ 4. Social Studies, "Great Inventions" p.140

B. Describes principles that pertain to a broad range of technologies.

1. Science/Math. Studies of optics, combustion, computer language, etc.

- ◆ 2. Science, "Rockets" p.141

7.4 Evidences political understanding.

A. Identifies forms of government that exist and their impact on forms of work.

1. Social Studies. Study basic concepts of monopolies and oligopolies as they occur in a capitalistic society. Study forms of work in other countries, and list kinds of government.

B. Works within the framework of rules and regulations.

- ◆ 1. Language Arts, "Class Elections" p.143

7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

A. Recognizes needs of both men and women in carrying out careers.

- ◆ 1. Guidance, "Men and Women" p.145
- ◆ 2. Social Studies, "Famous Women" p.147

References, p. 148

Building Cities

Subject area competencies: Development of reference and writing skills

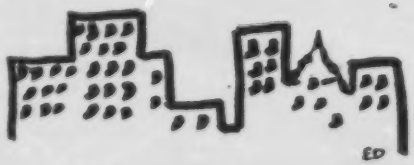
Basic skills: Reading

Career development objective/indicator: 7.1A Recognize the social forces that affect workers.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Role of natural environment on growth of towns A. Physical - water mountains, desert B. Resources - oil coal, farmland, metals II. Role of technology in building of cities A. Transportation B. Machinery III. Cities must provide for needs of its people A. Food B. Housing C. Health and education D. Recreation	1. Discussion - each of the categories will be a lesson. Ask questions to deal with sub-topics. 2. Show pictures of different workers and discuss their role in the city and why they are necessary. 3. Prepare a bulletin board with three separate sections. Group children in their interest areas. They will collect illustrations, make pictures, diaramas and exhibits for their section of the board. 4. Study maps and globes. 	1. Use Follett Social Studies series - Communities. 2. Supplementary reading list. Berrill, Wonders of the Antarctic Kendall, Looking at Brazil Lineaweaver, First Book of Canada 3. Use encyclopedias.	Teacher evaluation by class discussion participation. 1. Do children realize that stories of city growth are representative of growth of any community? 2. Do they recognize that even though cities may have been established for different purposes, there are some things they have in common? Compare two cities' histories and divergent development, etc. 3. True-False test and Name the Place test. Example: a. A new city was built because the old city had no room to grow. b. Many people in the city study the weather. c. The new city is in Canada.

communicating

Subject area competencies: Understands technological methods of communications.

GOAL AREA Soc-Tech-Eco-Pol.

SUBJECT Language Arts

GRADE 4-6

Basic skills: Language, communications

Career development objective/indicator:7.3A Recognizes impact of technology on careers and on jobs.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How technology has contributed to the area of communications. II. Kinds of communication. III. Communication careers.	I.A. Pupils review original means of communication: 1. Verbal and non-verbal 2. Written and visual B. Make a list of ways to communicate with one another without using machines. 1. Speaking 2. Gestures (or signals) 3. Pictures 4. Writing letters, books, poems, newspapers, magazines. Note that speaking could include music, and gestures would include dance and/or acting. Could discuss mime briefly. C. Ask time questions. Example: Could Mark Twain have used or experienced any other ways of communication? II.A. Now list some things people have invented to help everyone communicate better. These would include: 1. Radio (incl. shortwave, CB, etc.) 2. TV	Language Basics Plus, Harper & Row, Chapter 1a, pp. 3-9. "Communicating With Others" More Than Words, The Macmillan Co., pp. 69-76. "Dennis Telephones a Star" 	Divide class into two groups. The first will prepare a skit or dramatization of a family of 100 years ago. They will show means of communication available to people of that day. They could also draw a mural to depict the same thing. A second would also prepare a short skit or play about a modern day family or group of school children. All means of communication would be indicated here, showing knowledge of technologies. A mural to go with the second skit would be done for reinforcement and for future discussion.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	3. Telephone, telegraph 4. Photos (movies, etc.) 5. Recording devices - records, tapes 6. Calculators 7. Computers 8. Communication satellites B. What is necessary for all means of communication listed above? 1. Electricity 2. Motors C. Discuss stories in reading book. III. Activity: Each student will find out from family how new technologies in communication helps them daily in work. Share findings with others. Ask what future inventions would be possible. Check again with family. IV. Research careers in communications.		

Great Inventions

Subject area competencies: Students will start to think of what kinds of jobs they may want.

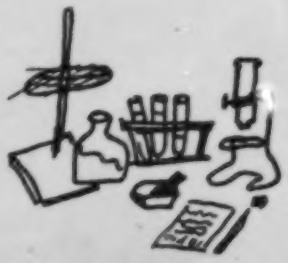
Basic skills: Reading, writing

Career development objective/indicator: 7.3A Recognizes impact of technology on careers and on jobs.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Inventions that have changed worker roles. A. Cotton gin B. Steam engines C. Mechanized farm machinery D. New materials (plastics) E. Automation F. Nuclear power G. Solid state equipment H. Computerization I. Telephone II. Impact of inventions on workers A. Increase of workers in fields B. Decrease or eliminate jobs C. Change the kinds of work people do.	I. Find pictures of A. Old machines, and describe changes that took place when these were replaced. B. Modern technologies or products and describe how the same function was carried out prior to the invention. II. Make a list of all examples of modern technology they see in a one-day or a three-day period. III. Discuss the role of technology on jobs. 	Magazines (old Popular Mechanics, Farmers Almanac, machinery and mechanic trade journals) Guest historians Visit to a museum	Student will develop an essay on how machines have replaced workers. Students can develop an essay on what people who have been displaced by machines do. Students can develop an album of inventions that replaced workers. Students could interview Job Analyst who predicts future job availability and how machines will affect need for workers. Students could talk about how they can prepare for the machine age. (Training, education and experience necessary to function in it.)

Rockets

Subject area competencies: Ability to construct and launch a model rocket from a pre-packaged model rocket kit.

Basic skills: Reading, listening, following directions.

7.3B

Career development objective/indicator: To acquire and apply technological understanding through the construction and launching of model rockets.

GOAL AREA Soc-Psych-Eco-Pol

SUBJECT Science

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Rocket design and construction with emphasis on proper assembly and stability. II. Two (2) fifty-minute periods for construction of rockets. III. One to five fifty-minute periods for launching.	I. Assign students to work areas. Have students work together in small groups, no more than four students per group, as they may assist each other. II. Distribute rocket kits and materials, except engines, to students. Each student should have a shoe box for storage of materials. III. Have students upon kits and, using the parts list, check to see that all parts are present. Students should familiarize themselves with each part and its function. IV. Read assemlby instructions with the students to gain a general overview of what is involved in actual construction.	I. Estes Industries, Penrose, CO.81240 A. Alpha Model Rocket Kits #1225 B. A8-3 Single Stage Rocket Engines #1598 C. Launch Controller #2300 D. Launch Pad #2217 All of the above may be ordered from Estes II. The following materials may be found at home or bought in a department store:	I. The teacher will check each student-constructed model rocket for: A. stability and finish; B. ability to follow directions in the construction phase and final assembly of the model rockets. II. Through a questionnaire the students should be able to state interests in the various aspects of rocketry, the uses of rockets, and some of the technological aspects of rocketry

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	V. Have students begin building their rockets. The teacher should circulate among them to check their progress. Teacher must also allow time for the glue to dry. VI. When the rocket is assembled, the students may take their rockets home to paint them. Can spray paint is the best. VII. When the rockets are completed, they must be tested for stability as described in the instruction sheet. The teacher must also point out that model rockets are capable of speeds exceeding 400 miles per hour and must be stable. VIII. Follow instruction sheet for launching.	III. A permit to use commercial model rocket engines must also be obtained from the NJ Dept. of Labor and Industry, P.O.709, Trenton, N.J. 08625 The fee for the permit is $2.00. In NJ a permit is needed to purchase the rocket engine.	III. Students should be able to identify various fields and occupations associated with rocketry and the space program. A. Students should also be able to tell how a rocket functions.

Class Elections

Subject area competencies:
Language Arts - Works within the framework of rules and regulations.

Basic skills: Written and oral communication skills

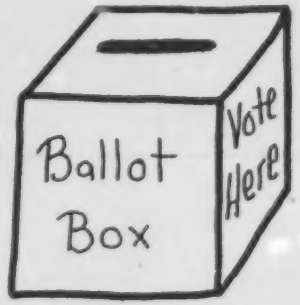
GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Language Arts

GRADE 4-6

Career development objective/indicator: 7.4 Evidences Political Understanding/Works within the frameowrk of rules & regulations

Suggested time: 2 weeks

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
A. Election of Class Officers for representation in the Student Government Association 1. President 2. Vice-President 3. Secretary 4. Treasurer B. Duties of above officers C. Related vocabulary 1. candidate 2. campaign 3. primary election 4. general election 5. nominations	1. Review vocabulary words with entire class. 2. Give each class lesson on purpose of electing class officers. a. Representation in Student Government Association b. Duties of the officers 3. Hold a nominating session to nominate at least 3 candidates in each office. a. Use proper terminology: ex: "I nominate John Doe." "I accept or decline the nomination." 4. Have candidates conduct an election campaign. a. Set an election date b. Each candidate will make badges & posters to use in campaign. c. Write songs & speeches d. Set up debate session for all candidates.	1. Construction paper for posters, large & small. Badges to be worn by students. 2. Crayons - markers for lettering. Possible glitter for decorations 3. Tape recorder to record their oral speeches, songs and debates	1. Teacher observation of candidates behavior and attitudes. 2. Student's oral presentations. 3. Results of taping. 4. Debate between candidates. 5. Question & answer periods, involving candidates & other students not involved in the campaign. 

Class Elections (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	5. Hold a secret ballot primary election. Narrow candidates to 2 contenders in each office. 6. These candidates will continue to make badges & posters & will make final speeches before general election. 7. Hold secret ballot general election as final project of the unit.		

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Men & Women

Subject area competencies: Listening, writing, manipulative skills.

Basic skills: Language, Spelling, Guidance

Career development objective/indicator: 7.5A-Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

GOAL AREA Soc-Tech-Eco-Pol

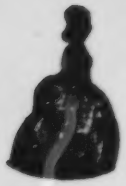
SUBJECT Guidance

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Understanding of terms A. Stereotypes B. Sex bias II. Awareness of stereotyping and sex bias in careers A. television B. newspapers C. magazines III. Ways and means of correcting stereotyping and sex bias in careers A. expanding job interests B. expanding career opportunities through education 1. college 2. Trade school 3. Business School	1. Pupils are assigned to read newspapers and magazines and to select and mount pictures which identify the job shown. 2. Pupils present their pictures and identify the jobs shown. 3. Pupils make lists of jobs felt to be categorized as: a. Men's jobs 1. Pilots 2. Doctors 3. Business executives 4. Athletes 5. Chemists b. Women's jobs 1. Housewives 2. Cleaning ladies 3. Nurses 4. Stewardesses 5. Models 4. Pupils are made aware of the beginning steps and changing role of women with the advent of World War II up to the present ideas of the Equal Rights for Women movement through a teacher led discussion.	Magazine pictures Newspaper pictures Class chart of Men's jobs Women's jobs Jobs for men and Women Teacher made ditto quiz	1. Inquisitiveness about terms a. sex bias b. stereotyping 2. Active participation by students in classroom discussion about: a. changing roles of men and women in careers. b. desirability of expanding career opportunities 3. Teacher made quiz.

Men and Women (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	5. Pupils relate how many came from a home where one or both parents worked. 6. Pupils relate their ideas and exchanged information about how television, newspapers, and magazines show the roles of men and women. 7. Pupils conduct a discussion and note jobs they realize are suitable for both sexes. 8. Pupils discuss how career opportunities are available to both sexes and how career opportunities can be widened through continued education.		



Famous Women

Subject area competencies: Summarizing, selecting, and recording facts

Basic skills: Reading

Career development objective/indicator: 7.5A Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Women in colonial times A. Rights B. Education C. Work II. Contributions of women in history. III. Women today A. Rights B. Education C. Work	1. Review colonial period and list women noted in text and their contributions. 2. Students research, using books in class library, answering the following: (5W's) Who, What, When, Where, Why/How 3. Students make bottle person after report is completed. This project can be carried out for an extended period. Bottle person: 1 large soda bottle, newspaper, paper bag, foil, and scraps.	Our Country, Ginn & Co. Great American Heroines, by Arnold Dolin. An Album of Women in American History by Claire and Leonard Ingraham Patriots in Petticoats by Patricia Edwards Clyne Lives of Girls Who Became Famous by Sarah K. Bolton Women Who Shaped History by Henrietta Buckmaster	Teacher evaluates written report, using the 5W's as the requirements for successful report. Does bottle person go along with report? Is there some distinguishing characteristic to make bottle person recognizable? (Betsy Ross - flag) Students should be able to compere the roles of women in colonial times with the roles of women today. They also should give indications that the work of women over history has been as significant as that of men.

NAME_____ GRADE_____

SCHOOL_____ DATE_____

CAREER OPPORTUNITIES

Underline the job you believe is only done by men. Place an X over the job you feel is only done by women. Circle the job you believe could be done by both men or women.

1. teacher
2. custodian
3. nurse
4. soldier
5. pilot
6. house cleaning
7. painter
8. carpenter
9. secretary
10. doctor
11. chemist
12. chef
13. elevator operator
14. machinist
15. electrician
16. farmer
17. veteranarian
18. engineer
19. accountant
20. salesman
21. photographer
22. commercial artist
23. printer
24. stewardess
25. ice skater
26. football player
27. ballet dancer
28. judge
29. miner
30. lawyer

SCORE

NUMBER UNDERLINED_____ NUMBER WITH AN X_____

NUMBER CIRCLED_____

Career Information

Goal 8. Career Information: Increase Knowledge of Career and Occupational Information

8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options.

A. Matches personal qualifications with tasks and jobs in school and at home.

❖ 1. Reading, "Job Trees" p.152

2. Have students generate lists of skills or qualifications that people their age have or can develop. Transfer the list into a work sheet on which students can

a. mark those they have already achieved.
b. mark those they have not yet achieved.
c. indicate which are needed for specific jobs at school or at home.
d. indicate which are needed for accomplishing long-range goals.

3. Plan a class event such as a party or play. List jobs needed and skills required for each. Then have students identify personal skills that match various tasks and apply for each job or task. Discuss prior to and after the activity how skills are put to use.

B. Is able to describe needs and interests that are compatible with or in conflict with some occupations.

❖ 1. Social Studies, "Interests and Occupations" p.156

8.2 Knows how to locate and use appropriate career information.

A. Recognizes differences and similarities in jobs.

1. List occupations available in the geographic area (or including those beyond the geographic area). Ask students to classify the jobs any way they wish. Discuss how they classified the jobs. Some possibilities will include: inside-outside, male-female, alphabetically, like-don't like. They may classify as many groupings as they wish. Afterward ask specific questions, such as

a. How many jobs require high levels of math skills?

b. How many jobs involve teaching or counseling small groups or large groups of people?

c. How many jobs are indoor jobs? Outdoor?

d. How many jobs require special clothing?

8.2 ❖ 2. Social Studies, "Careers by Cluster" p.158

3. Display a bulletin board: "Occupations That Use Tools." Have students contribute pictures of tools used in each occupation.

B. Locates sources of career information.

1. Use the library to help students locate books about careers. Have students interview parents and others about their occupations. Use a classroom collection of pamphlets and materials involving career information.

8.3 Is aware of a range of career options and their requirements.

A. Illustrates that qualifications differ for different kinds of work.

1. Who Am I game or 20 questions. Students study jobs or interview people to find out what requirements there are for a variety of jobs and job areas.

2. Use guest speakers, if possible, to share requirements for each.

3. List jobs done in the classroom and identify requirements for each.

4. Have students look at want ads to collect names of jobs available in the community. Try to list qualifications identified in want ads.

5. After a story or biography about someone in a particular field (e.g. health), list requirements of jobs in that field.

❖ 6. Health, "At the Dentist" p.159

❖ 7. Health, "The Hospital" p.161

B. Recognizes that some workers are self employed; understands qualifications needed for success in self-employment.

❖ 1. Reading, "Veterinarian" p.162

❖ 2. Review clusters to identify people in self-employed situations. Find out about workers who are self-employed in the community. Through interview or class visit, find out how they got started, why they chose to be self-employed, what advantages there are to this kind of work.

8.4 Uses decision-making skills to identify career directions.

A. Understands that availability of work is related to demand for goods and services.

1. Set up a bulletin board by cluster, and have students list the numer of jobs available according to goods and services under each heading. Draw conclusions about the demand for goods and services in relation to job availability.

2. In conjunction with a social studies lesson on American history, discuss the goods and services produced at that time. Students make a list of workers or kinds of work available at that time and place.

3. Discuss the next steps for people who have gained skill in an area for which there is no longer a demand. List some jobs in earlier times that are either obsolete or have an up-dated counterpart. (E.G., blacksmith - gas station mechanic)

B. Analyzes choices of school tasks in terms of decision-making skills used.

1. Following a situation in which the teacher offers the student options, such as which independent project to do or which set of class jobs to apply for, have students discuss how they arrived at their decisions. List tasks in order of the degree of decision-making required to carry them out.

❖ 2. Language Arts, "Class Jobs" p.164

References, pp. 165-166

JOB TREES

Subject area competencies:
Concept association

Basic skills: Comprehension

GOAL AREA Career Information

SUBJECT Reading

GRADE 4

Career development objective/indicator: 8.1A-Uses knowledge of personal values, interests, needs, limitations to explore career options/Matches personal qualifications with jobs in school and at home.

Approx. duration: 3-4 days -30 min. per day

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Personal qualifications A. Definition B. Examples 1. Friendly 2. Good leader 3. Mechanical 4. Organizer 5. Good at sewing 6. Strong 7. Keeping records 8. Responsible 9. Good at planning 10. Helps others 11. Artistic 12. Likes to clean 13. Speaks clearly 14. Likes plants 15. Likes animals 16. Writing 17. Understands money 18. Handy with tools 19. Relates to others II. Matching qualifications	Session 1 Class discusses: 1. Examples of positive personal qualifications i.e. dependable, gets along with others, etc. 2. Jobs students are responsible for at home or can do in school (List on the board) Session 2 1. Explain how to assemble puzzle pieces: Match a personal qualification that can be related to a job done in school or at home. a. Tree trunk states personal qualification b. Tree top pieces suggest jobs for home and school. c. If correctly matched, a tree shape is formed. 2. Allow individual students to put the puzzles together during the next few days.	Puzzle pieces (see attached sheet for puzzle parts) Area for putting puzzle together	Student lists a job he/she likes to do in school and then writes an explanation of why he/she is qualified for this job. Student lists a job he/she likes to do at home and and then writes an explanation of some personal qualifications necessary for this job.

Delivers lunches to classrooms.
Puts out the garbage
Strong
Mends own clothing
Good at sewing
Makes puppets, costumes
Arranges library books
Organizer
Plan fire escape route in home.

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Welcomes visitors to the classroom
Friendly, polite sociable
Shows new children around the neighborhood
Captain of team at recess
In charge of a committee to put on neighborhood circus
Good leader
Operates audio-visual machines
Mechanical
Fixes broken toys

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Likes to clean
Wash boards, dust, straighten books
Washes dishes
Vacuums
Artistic
Decorate bulletin board
Make birthday party decoration
Helps others
Washes the car
Read to younger children

Keeping records
Record all expenses when taking a trip
Takes attendance
Daily log of weather conditions.
Responsible
Keeps own room clean
Delivers- picks up messages
Good at planning
Plan class party
Make a schedule for your weekend

Takes care of pet
Likes animals
Care for aquarium
Repot plants
Grow a garden
Likes plants
Water plants
Introduce program
Announce daily news
Speaks clearly
Answer phone and take messages

Write stories for school newspaper
Writing
Write letters to relatives
Collect-count lunch money
Yard sale
Lemonade stand
Under stands money
Build birdfeeder doll house bookcase
Handy with tools
Make play props

Interests & Occupations

Subject area competencies: Interests and needs

GOAL AREA Career Information

SUBJECT Social Studies

Basic skills: Inferential thinking, decision making, comparing, matching

GRADE 6

Career development objective/indicator: 8.1B Is able to describe needs and interests that are compatible with or conflict with some occupations.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Interests and needs A. Defining B. Rating II. Occupational Requirements A. Categories B. Matching with personal needs and interests C. Interests that conflict with certain occupations Example: John likes sports and is interested in physical fitness, so he would possibly be a good athlete.	1. Students rate personal interests and needs on a questionnaire from "very important" to "little importance." 2. Students review list of job requirements with teacher. 3. Students compare and match their highest rated needs with jobs that have the same requirements. 4. Students choose job to which he/she is best matched and write a cause-effect statement. 5. Students form "interest groups." Write down three to five preferred interests. Base groups on interests shared in common. Come up with a list of occupations compatible with their interests, incompatible with their interests.	Dictionary of Occupational Titles (D.O.T.) Occupational Outlook Handbook (O.O.H.) Attached Questionnaire and List of Occupations	1. Using a questionnaire of personal needs and interests, students will rate themselves and compare and match their highest rated needs to a list of defined jobs. Then students will be able to write a cause-effect statement to support his/her choice. 2. Student will identify occupations that conflict with specific lists of interests.

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PERSONAL INVENTORY

NEEDS	VERY IMPORTANT	SOME TIMES	LITTLE IMPORTANCE
Punctuality			
Neatness			
Completion of task			
Organization			
Good English and spelling			
Speak well in front of group			
Friendly			
Convincing			
Patience			
Likes working with people			
Creative			
Imaginative			
Likes unorganized schedule			
Likes driving			
Reads maps well			
Likes being alone			
Likes hard physical work			
Likes serving others			
Respects law			
Likes to be physically fit			
Brave			
Good in sports			
Plays musical instrument			
Decisive			
Self-motivated			
Likes science			

TITLE OF JOB	EDUCATION BEYOND H.S. Yes	Sometimes	No	PERSONAL QUALIFICATIONS
Office Clerk		X		punctuality, completing task neatness, organization
Politician	X			organization, verbal ability, friendly, self-motivated
Teacher	X			patience, communicative, likes working with people
Doctor	X			likes science,likes working with people
Artist		X		creative,imaginative, free thinking
Truck Driver			X	likes driving, reads maps well, likes being alone
Construction Worker			X	likes physical work, likes being outside
Waitress/Waiter			X	likes serving people, friendly, neat
Police Officer	X			respects law, physically fit, neat, likes working with people
Athlete		X		physically fit, good in sports
Musician		X		plays instrument, creative, likes unorganized schedule
Forest Ranger	X			likes being outside, likes being alone, likes science
Author		X		creative, self-motivated, good English skills

Careers by Clusters

Subject area competencies: Students research information and compose a picture file of a career cluster.

GOAL AREA 8.2

SUBJECT Social Studies/Language Arts

Basic skills: Reading, writing, communicating

GRADE 6

Career development objective/indicator: 8.2 A. Knows how to locate and use appropriate career information. Recognizes differences and similarities in jobs in community/state.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Professions related to career clusters: a. cosmetology b. carpentry c. law enforcement d. food services e. auto mechanics f. health g. recreation h. aviation i. performing arts j. communication Time: 1 week	1. The teacher will list 10 career clusters on the board. 2. Students will list all jobs related to a career cluster on paper. 3. Through oral discussion, teacher will supplement students' lists. (Give clues, i.e., for aviation - food for flights.) 4. Students will take one career cluster and research how the professions are related to the cluster. 5. Students compose a picture file card of related professions in one career cluster on 12x9 piece of oak tag. They will include one unrelated profession. 6. Students will orally present picture file to classmates. a. Presenter will see if classmates can identify unrelated job. b. Orally discuss how rest of the jobs <u>are</u> related.	<u>Early Career Series</u> by Lerner Publishing Company Filmstrips in library on careers. Career Association Cards by Developmental Learning Materials Paper: notebook, oak tag Scissors Crayons Paste Pens - pencils	1. Teacher will give out ditto with career clusters listed. (4 related and 1 unrelated job; students must circle unrelated job.) 2. Teacher will grade picture file card: a. technique b. neatness c. time and effort put into it d. oral discussion of professions

At The Dentist

Subject area competencies: Students will be able to describe the role of the dentist, the dental hygienist, the dental assistant, and the dental technician.

Basic skills: Reading, writing.

Career development objective/indicator: 8.3A Understands that qualifications differ for different kinds of work.

GOAL AREA Career Information

SUBJECT Health

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. The dentist and dental auxiliaries A. Role of dentist B. Role of dental hygienist C. Role of dental assistant D. Role of dental technician	I. Day I A. Ask "What kind of doctor is it who specializes in helping us take care of our teeth? B. Discuss childrens' ideas of the role of the dentist, responsibilities, schooling, work hours, etc. C. Ask students to read selection about dentists on p. 44 of V.I.P. Series, "On The Scene In Medical Work." D. Compare with original ideas. E. Demonstrate dental tools and equipment. F. Use transparency "Dental Tools and Equipment" 1. Ask students to identify tools. 2. Explain use of tools. a. Explores for plaque,calculus and cavities. b. Mirror acts as retractor of cheeks and tongue and reflects light. G. Ask "Who are some of the other work-	Children's Press, Chicago, V.I.P. Series, "On the Scene in Medical Work. Children's Press, Chicago, V.I.P. Series, "Behind the Scene in Medical Work" Real People at Work - the Dentist; Career Vignette Series, Educational Research Council of America. Transparency - "Dental Tools and Equipment"	I. Homework assignment II. Question and answer period following program A. How long did you go to school to become a dentist? B. Why is a dental assistant not also a dental technician?

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	ers in a dentist's office other than the dentist?" H. Select a student to read pp. 46-8,49 in the V.I.P. Series. I. Ask "Have you ever thought of going into any of these fields?" 1. Dental hygienist 2. Dental technician 3. Dental assistant J. Have student read description of a dental technician, p34 "Behind scene.." K. Assignment 1. Research and list all related occupations to dental health. 2. Briefly define each. 3. List differences. II. Day 2 A. Collect homework. B. List on board all occupations researched by students.	Methods and Activities (Cont...) C. Discuss each role (e.g., orthodontist, periodontist, dental surgeon) D. Introduce program and speakers in the dental health field (e.g. dentist, hygienist, technician). E. Areas presented 1. Preventative dentistry 2. Treatment 3. Proper method of brushing teeth 4. Cleaning of calculus and stains 5. Methods of topical applications of flouride 6. Demonstration of crowns, dentures and orthodontist appliances 7. Display of X-rays and discussion of their use in diagnosis. F. Student question and answer period.	

THE HOSPITAL

Subject area competencies: Listening skills, student observation, writing

Basic skills: Communication, language, health, guidance, spelling.

Career development objective/indicator: 8.3A Understands that qualifications differ for different kinds of work.

GOAL AREA Career Information

SUBJECT Health

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Awareness of the scope of the term "career" through a. Discussion b. Personal awareness c. Written conclusions 2. Understanding of specific qualifications for selected health careers. a. High school education b. College education c. Post-graduate education	Class Field Trip to Hospital 1. Pre-trip discussion relating to careers students might observe. 2. Students travel on school van to hospital. 3. Students welcomed by public relations director or representative. a. Slide program, "Knowing Your Hospital Services" if available. b. Tour of various sections of hospital. 4. Note variety of jobs seen during tour. 5. Students return to school and relate understandings and experiences of the hospital tour. a. Discussion b. Questions c. Written compositions	1. School nurse 2. Board of Education van and driver 3. Hospital workers a. PR director or other representative 1. guided tour 2. slides about hospital services if available b. Head nurse - intensive care, cardiac unit c. Therapists 1. Physical 2. Occupational d. Specialists 1. Blood bank unit 2. Histology unit	1. Display of enthusiasm and interest by students during hospital tour. 2. Teacher observation of student participation in asking questions throughout the tour. 3. Teacher observation of individual student reaction to specific areas of hospital. 4. Ability of class to recall, relate and enumerate the many careers they had seen a. oral response b. student compositions c. student questioning about career qualifications

Veterinarian

Subject area competencies: Interpretation, collecting, organizing and reporting data

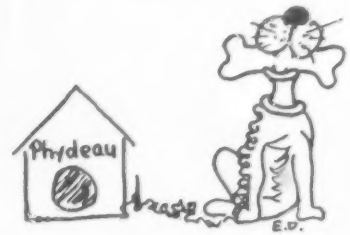
Basic skills: Comprehension

Career development objective/indicator: 8.3A Understands that qualifications differ for different kinds of work.

GOAL AREA Career Information

SUBJECT Reading

GRADE 4

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Read and discuss story. a. Job qualifications b. Tools of occupation c. Women doctors as vets.	1. Read story from "Passports" published by Houghton-Mifflin, "Dr. Penny-Veterinarian." 2. Discuss how one becomes qualified as a veterinarian. 3. Discuss how women are taking over roles once only done by men. 4. List through discussion other jobs in the community they might pursue as an adult career. a. florist b. carpenter c. nurse d. police officer e. bus driver f. sales clerk g. mayor h. secretary i. dentist j. lawyer m. teacher n. principal 5. Each child chooses an area to go out into the community to interview and collect data as far as educational background required, tools used in performing job, financial aspects, job availability. 6. Students will organize information and report to class. 7. Compare qualifications needed for the various jobs through discussion and check list.	1. Reading book, "Passports," Houghton-Mifflin 2. Community worker 3. Check list of occupations	Class will discuss findings of individual students and describe how qualifications differ from different occupations. Students will complete check list dealing with various qualifications required for specifid jobs of the community workers interviewed. 

Community Worker	High School Diploma	College Degree	Years Beyond College	Special Training Other Than College	Uniforms Preferred	Special Skills Needed	Self Employed
a. Florist							
b. Carpenter							
c. Nurse							
d. Police Officer							
e. Bus Driver							
f. Sales Clerk							
g. Mayor							
h. Secretary							
i. Dentist							
j. Lawyer							
k. Firefighter							
l. Casino Dealer							
m. Teacher							
n. Principal							

Class Jobs

Subject area competencies: Reading a form and completing required information.

GOAL AREA Career Information

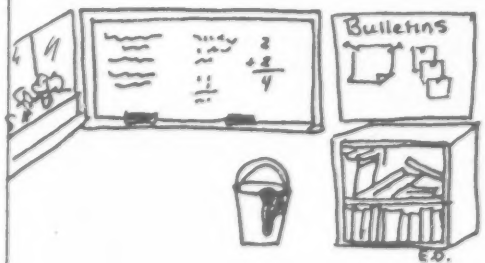
SUBJECT Language Arts

GRADE 6

Basic skills: Reading, writing

Career development objective/indicator: 8.4B Analyzes choices of school tasks in terms of decision-making skills used.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Jobs in the classroom (e.g., dusting, cleaning boards and erasers, library closet, audio-visual equipment. II. Job applications III. Filling out applications for a job in the classroom. IV. Personal interview.	1. List the jobs that most be done for a classroom to run properly. 2. Pass out a variety of job applications from different companies so children can examine them. 3. Fill out an application by printing the following information: Name, Address, Birth date, Job requested, Previous jobs Experience, References Education, Hobbies and interests 4. Private interview to discuss the information.	Sample job applications from a variety of companies. Job applications for task in classroom.	During the interview the teacher will evaluate the answers on the form for accuracy and discuss the possibility of acceptance for the job requested.



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NOTES

Marketable Skills

Goal 9. Marketable Skills and Adaptability: Improve Job Acquisition and Retention Competencies.

9.1 Develops skills needed for preferred career.

A. Develops skills needed forspecialized and general tasks.

1. Mathematics/Science. Students master basic math functions and apply to

a. calculating the number of board feet in a tree - Forestry.

b. calculating cost per serving of food portions - Food Service.

c. calculating personal income tax - Accounting.

2. Science/Botany, "Geraniums" p.169

3. Mathematics, "Loom Weaving" p.170

9.2 Uses job seeking and job holding skills.

A. Matches personal skills to taks selection appropriately.

1. List jobs and tasks needed to be done for a particular event or class program. Students list personal skills and match them to the task.

B. Knows the reasons for rules, regulations and standards on a job.

1. Discuss with students the need for regulations in school, on the playground, at home. Discuss consequences of failure to comply with rules.

2. Conduct traffic safety programs.

3. Discuss job standards and their reasons such as quality control, product development, product/service consistency.

9.3 Reacts positively to change.

A. Makes suggestions for coping for change.

1. Initiate a change in the classroom and watch children react. Discuss with students how they felt, what they did. Consider planned change and list some of the proposed problems that will occur with the change. Students keep a log of the events before, during and after the change.

9.3 A. 2. Give the children scenerios or case studies involving situations that depict change. Children suggest ways in which characters can adapt to change.

9.4 Understands the need for adaptability.

A. Identifies situations when adaptability is needed in school, at home.

1. Students and teacher note situations that require adaptability. Teacher sets an example for student in adapting to situations. Discuss the meaning of the word improvise. Name and share situations in which persons have improvised with success.

9.5 Understands effects of technological change.

A. Recognizes changes in career opportunities as a result of other changes in a given geographical area.

❖ 1. Social Studies, "Colonial New Jersey" p.172

2. In connection with a social studies unit on ancient Egypt or China, identify changes between the ancient and modern times. Discuss the technology changes. Discuss work types as they existed then and now.

Geraniums

Subject area competencies: Growing geraniums as house plants.

Basic skills: Computation, reading.

Career development objective/indicator: 9.1A Develops skills needed for specific and general tasks.

GOAL AREA Marketable Skills

SUBJECT Science/Botany

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Growing plants from cuttings. A. Time of year B. Length of cut C. Soil needed D. Amount of water E. Nutrients F. Placement of cuttings G. Time and weather factors II. Application A. Plants for personal enjoyment B. Growing plants as a business C. Awareness of the use of plants in decorating.	I. Take plant cuttings of geraniums 4-5 inches above node (stem of plant) any time of year indoors. II. Dip stems in root growing hormone media (root tone) and place in sandy soil (i.e., ratio example, 3 qts sand to 1 qt peatmoss) with stem covered by 3 inches of soil mixture. III. Cover tray and stems with plastic after watering andplace in a sunny area indoors. IV. Wait 4-6 weeks after placing in sunny area with temperature 70-85° F. V. Each day add 2 oz. of water to tray, re-cover. VI. Discuss the place of plants in American life today.	I. Morris County Soil Conservation Bulletin #530, "Growing Geraniums" II. Teacher lecture and demonstration	Students produce plants through cutting procedure. Students identify special skills developed in the production of geranium plants.

Loom Weaving

Subject area competencies:
Following directions, computing mechanics

Basic skills: Math-measuring and dividing

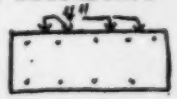
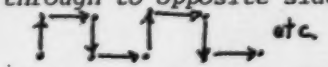
Career development objective/indicator: 9.1A-Develop skills needed for specialized and general tasks.

GOAL AREA Marketable Skills

SUBJECT Math

GRADE 4

Suggested time: 2 or 3 lessons

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Mathematics as a general skill A. Measurement B. Division II. Weaving on a loom as a specific skill III. Giving and following directions	1. Teacher shows loom partially made and all materials. 2. Teacher measures length of cardboard and class divides length into 6 equal spaces on each edge. This is shown on the blackboard as an example. $6\overline{)24}$ 4 inches  3. Punch holes at points on each edge. Thread wool from top to opposite side hole-across-through to opposite side.  etc. 4. Show over and under weaving. Use tapestry needle or safety pin with wool tied to it. At edge of work, just reverse over and under and go back. Join new wool or colors with a simple knot.	1. Shirt cardboard, can be secured from local cleaners 2. Hole punchers 3. Small scissors 4. Medium-sized saftey pins, or tapestry needles (one for each child) 5. 12 inch rulers 6. Blank ditto master 7. Assorted rug yarn or worsted wool	1. Product is completed and removed from loom and teacher observes product, asking these questions: a. Were weaving rows close together? b. Was loom broken away properly? c. Are knots hidden in back of piece? 2. Children will be able to produce a "ditto" with directions on how to make the loom. It will be given to a class to use. Evaluate by observation. Teacher will question: a. Were instructions clear? b. Were questions asked by children? c. Were instructors able to answer the questions?

Loom Weaving (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
			PAGE 2
	5. Children follow along with teacher help. 6. Piece is ended when loom is very full and no more wool can be woven through threads. 7. Cut off loom or carefully break cardboard away. Do not cut work. Remove from loom and smooth out. 8. Discuss uses of product; eyeglass case, purse, blanket.		d. Were the children able to follow the directions and produce the product? 3. Children will teach another class how to make looms. Teacher will observe and use above questions to evaluate the success of lesson.

Colonial New Jersey

Subject area competencies: Social studies skills, New Jersey history

Basic skills: Research, observation, organization

Career development objective/indicator: 9.5A Recognizes changes in career opportunities as a result of other changes in a given geographical area.

GOAL AREA Marketable Skills

SUBJECT Social Studies

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. History of colonial New Jersey II. Modern New Jersey A. Economics III. Study skills A. Research B. Listening C. Observing	1. Read a passage about the economic life in the local area during the time of its colonization AND/OR 2. View a film and/or listen to a recording describing the early economic life of the area. 3. If neither of the above is available, develop the concepts through discussion. 4. Do the same for the present day. 5. Develop a chart listing those occupations which are still important in the area and those which are no longer practiced. (E.g., fishing, farming still important; weaving, blacksmith probably not) 6. Oral, written or A/V presentation of life in a given section of NJ during pre-Revolutionary period and one of the present. Student will be able to determine changes in career opportunities in the area.	Harrington, M.R., Indians of New Jersey, Rutgers Univ. Press. Cunningham, John, On The Go In New Jersey and New Jersey and the World, Afton Press. Hagaman, A.P., Story of New Jersey, Univ. Pub. Co. Focus-Glassboro: 6 film strips. National Geographic Soc.: America - Colony to Constitution - 5 film strips, 5 cassettes Local newspapers, Chamber of Commerce handouts	Students' charts Teacher's observation After reading about, viewing a film or determining in similar ways how people lived in his/her area during Colonial times and by observation or research note how present day inhabitants work, the student will be able to find those career opportunities which have changed and those which have remained substantially the same.

10

Leisure Preferences

Goal 10. Leisure Preferences and Personal Responsibilities: Improve Understanding of Personal/Work/Societal Responsibilities.

10.1 Identifies personal leisure activities from other kinds of work.

- 1. Language Arts, "Free Time" p.175
- 2. Language Arts, "Flip Boards" p.176
- 3. Students list activities done in their families

  a. for income
  b. for leisure
  c. for upkeep of the home.

  Discuss the role of leisure to individuals and families.

- 4. Social Studies, "Then and Now" p.179
- 5. Mathematics, "Circle of Time" p.180

10.2 Uses leisure time effectively.

A. Describes benefits derived from use of leisure time.

1. Students keep a log or chart leisure time use. Discuss pros and cons of activities, time spent, other benefits of leisure.

2. Students interview people of various ages including each age group (20-30, 40-50, etc.) to find out what they do for leisure and the benefits they derive from it. Students chart the kinds of leisure enjoyed by people of each age and note similarities and differences.

10.3 Is able to participate in individual and group leisure activities.

A. Identifies ways to expand personal interests.

1. Use a checklist of sports, hobbies, and other kinds of leisure activities. Have students respond to questions such as

   a. Does the activity interest you?
   b. How much time do you spend?
   c. What additional activities might you like to try?

2. In the classroom, plan varied activities that may be enjoyed in leisure, math games, word games, art collections, crafts, reading for enjoyment.

B. Participates in a variety of activities.

- 1. Physical Education, "Tennis Anyone?" p.181

10.4 Relates the role of leisure to careers.

A. Shows how skills learned in leisure activities relate to career directions.

- 1. Social Studies, "Across the Miles" p.183
- 2. Social Studies/Language Arts, "Careers and Leisure" p.184
- 3. Reading, "3 Gold Medals for Wilma" p.187

B. Recognizes that leisure activities can lead to employment.

1. Make a bulletin board, interest center, or other collection of newspaper or magazine articles that depict people involved in leisure activities and who have combined leisure and occupation.

2. Have students list occupations that for some people are leisure pursuits. Discuss how some leisure activities grow into people's occupation and how others are preserved by people as leisure only. Interview people in various occupations to find out whether their leisure impacted on their occupations.

References, p. 188

FREE TIME

Subject area competencies:
English. Art, Public Speaking

Basic skills: Writing, evaluating, defining interests

GOAL AREA Leisure Preferences

SUBJECT English

GRADE Special Ed. (N.J.)

Career development objective/indicator: 10.1A-Identifies personal leisure preferences/ Relates values and interests to use of leisure time.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Leisure time activities other than T.V. (examples attached) 2. Importance of hobbies other than T.V. (exercise, friend, learning). 3. Inner resources a. Self reliance b. Independence c. Responsibilities 4. Characteristic of constructive free time. a. Organization b. Communication c. Research	Homework Day 1 1. Student will write a paragraph on what they do with their "free time". 2. Class Day 2 Proofreading and revision of paragraph 3. Students share by reading his paragraph to rest of class. 4. Day 3 Teacher directed discussion class will develop idea of a variety of leisure time activities(other than TV) 5. Plan "show & tell" activities using student with hobbies or leisure time activities as model.	Teacher Children	 1. Paragraph 2. List of hobbies 3. Long term project Develop at least one hobby and do "show & tell".

FLIP BOARDS

Subject area competencies: Research skills

Basic skills: Ability to use multi-research materials.

Career development objective/indicator: 10.1A Distinguish leisure activities from other kinds of work.

GOAL AREA Leisure Preferences

SUBJECT Language Arts

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Language Arts A. Discussion B. Research II. Physical Ed. A. Research of sports III. Science A. Body movements activity through flip book.	Buzz groups: Place students in groups of four. Assign a scribe. Given five minutes, each group will list as many sports as possible. Chalkboard: At end of time, each scribe rewrites group's list on board. Lists are discussed and compiled into one list to be dittoed. Newspapers/Magazines: Using his/her knowledge and/or newspapers and magazines, each student will name one professional athlete for each sport. Flip-Board: Teacher will explain flip-board (see attached). Each student will choose a sport he/she considers play and someone else considers work and make a flip-board cartoon depicting a movement of chosen sport.	Magazines/newspapers Packets of 5-10 index cards (3x5) for each student	1. Teacher observation of individual student understanding. 2. Match Game (attached) 3. Flip-Book

309

Flip Board Directions

Using a pencil and approximately 5-10 3"x5" cards, student will draw a stick form. On second card the leg or arm will move slightly toward movement that is being performed. Make movements slight to create illusion of gradual movement. If pages differ greatly, motion will appear jerky or the illusion of motion will be destroyed completely. Guide lines at bottom of card will aid in placing object.

301

KEY

Bowling

Mark Roth
Marian Ladewig

Ice Skating

Peggy Fleming
Dorothy Hammil

Soccer

Kyle Rote, Jr.
Pele

Baseball

Joe DiMaggio
Bucky Dent
Willie Mays
Ron Guidery
Pete Rose

Gymnastics

Kurt Thomas
Kathy Rigby

Ice Hockey

Bobby Orr
Steve Janaszak
Jim Craig

Golf

Jack Nicklaus
Arnold Palmer
Nancy Lopez

Tennis

Jimmy Connors
Tracey Austin
Chris Evert
Billie Jean King

Track

Bruce Jenner
Ann Meyer

Football

Gary Jeter
Roger Staubuck
O.J. Simpson

MATCH GAME

List player(s) from Column B under sport they are noted for in Column A. Using at least one player in each category.

Column A	Column B
1. Bowling	Joe DiMaggio
	Kyle Rote, Jr.
	Nancy Lopez
2. Ice Skating	Mark Roth
	Jim Craig
	Willie Mays
	Pete Rose
	O.J. Simpson
3. Soccer	Marian Ladewig
	Pele
	Budky Dent
	Peggy Fleming
4. Gymnastics	Ron Guidery
	Tracey Austin
	Dorothy Hammil
	Bruce Jenner
5. Ice Hockey	Kurt Thomas
	Roger Staubuck
	Chris Evert
	Jimmy Connors
6. Golf	Steve Janaszak
	Kathy Rigby
	Arnold Palmer
	Bobby Orr
7. Track	Gary Jeter
	Billie Jean King
	Jack Nicklaus
	Ann Meyer
8. Tennis	
9. Football	

Then & Now

Subject area competencies: Research

Basic skills: Reading, interpreting information

Career development objective/indicator: 10.1A Distinguishing leisure activities from other kinds of work.

GOAL AREA Leisure Preferences

SUBJECT Social Studies

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Colonial Period A. Occupations B. Leisure II. Present A. Current occupational activities B. Current leisure	Day 1: Teacher will elicit from students several colonial occupations. For example: 1. farmer 2. blacksmith 3. weaver 4. lumber worker 5. shopkeeper, etc. Day 2: Post pictures of colonial people working at occupations. Discuss/research colonial leisure. Day 3: Have students look for pictures of leisure time activities of today that are similar to colonial occupations. The pictures might include: 1. gardening 2. metal working 3. knitting, etc. 4. antiquing 5. flea marketing Discuss reasons for changes from colonial times to present.	Encyclopedias Library Books Magazines Social Studies text: Our Country, Ginn Series, pp. 40-52. Other Social Studies Texts.	1. Students will discuss leisure time activities and compare to colonial occupations. 2. Make ditto of a matching activity. E.g., farmer — wood working shipbuilder — gardening weaver — knitting sailing — yachting

# of TIME

Subject area competencies: Mathematics

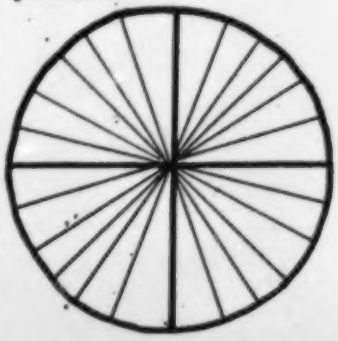
Basic skills: Using fractional numbers

Career development objective/indicator: 10.1A Distinguishes leisure from other kinds of work.

GOAL AREA Leisure Preferences

SUBJECT Mathematics

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Circle Graphs A. Fractions B. Percentages II. Leisure and Work Key: (Sample) Sleep 8 hours 8/24 orange eat 2 hours 2/24 red school 6 hours 6/24 green play 3 hours 3/24 yellow homework 1 hour 1/24 blue T.V. 2 hours 2/24 purple chores 2 hours 2/24 black	Day 1: Give each child 12x18 piece of white paper and a pre-cut circular pattern to trace and cut on the paper. Have each student fold circle in half and then in fourths. Open, lie flat, and with ruler draw pencil lines on folded lines. Discuss activities done in a 24-hour period. List on board. Discuss rounding times off. Have children make a list of their activities and how many hours spent doing each, for homework. Have them assign a color to each activity. Day 2: Have each child divide each quartered section into six equal sections, forming 24 equal sections. Categorize activities according to type. Color each type. Total hours must add up to 24 hours. Mount on paper and construct color wheel. (See sample)	12x18 white construction paper glue scissors rulers markers or crayons pencils pre-cut circular patterns. 	Have children present circle graph to class. Take notes on activities children have deemed work and leisure for later discussion. Later teacher can list all activities noted on the board and discuss difference between leisure and work. Children can be encouraged to try new work and leisure activities. Graphs can be mounted on bulletin board for display. Children identify those segments of time that are leisure.

Tennis Anyone?

Subject area competencies: Tennis as a leisure activity

Basic skills: Tennis serve, volley, grips

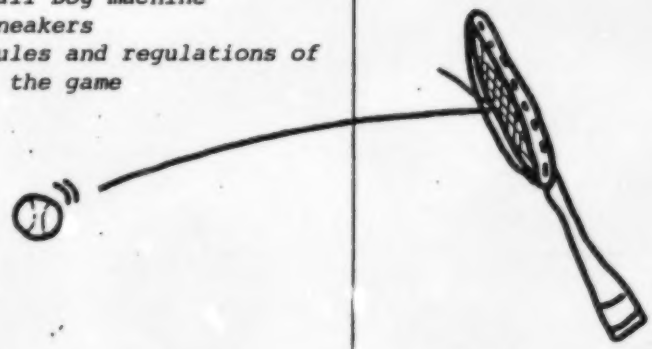
Career development objective/indicator: 10.3B Is able to participate in individual and group leisure activities. Identifies ways to expand personal interests.

GOAL AREA Leisure Preferences

SUBJECT Physical Education

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Tennis Skills A. Forehand grip B. Back hand grip C. Serve D. Volley E. Smash II. Tennis Rules	Have students contribute pictures of tennis players. After reviewing basic skills, allow students to pair up and volley in the gym or playground. Stress arm extension and return of ball on one bounce. Ball may be hit againstwall or from a Ball Boy machine. Form a Tennis Club and take students to a public tennis court.	Bulletin board Pictures of tennis players (e.g. Chris Evert, Jimmy Connors) Tennis rackets and balls Ball Boy machine Sneakers Rules and regulations of the game	Individual scores Demonstration of seeking self-improvement.



RULES OF TENNIS

Net height: 3 feet

1. Server must stand alternately behind the right and left court, starting the game from the right side.
2. The ball served must pass over the net and the ground within the service diagonally opposite.
3. If the ball touches the net or lines on the serve, a "fault" is called and the server gets a second chance to serve.
4. The server continues to serve throught the game.
5. During the volley, any ball touching the line is good.
6. Scoring: Winning of the first point, score is 15.
   second point 30
   third point 40
   fourth point Game
7. If both players have won three points, the score is "deuce." The next point won is called "advantage" for that player. Play is continued until one player wins two points following deuce.
8. A set consists of six games won. Must have won two games over opponent.
9. Any failure to return the ball over the net within the boundary lines results in a point for the opponent.
10. Body contact with the net or ball reulsts in a point for the opponent.

Across the Miles

Subject area competencies: Measuring with inches and centimeters. Using multiplication to compute distances.

Basic skills: Using scale on a map to measure distances between cities.

Career development objective/indicator: 10.4A Identifies how skills learned in school can be applied to leisure activities.

GOAL AREA Leisure Preferences

SUBJECT Social Studies

GRADE 5

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Map reading A. Symbols B. Scale II. Calculating distances III. Travel as a leisure activity A. Why people travel B. Skills needed	1. Teach and then discuss how scale is used to find distances between points. #15 2. Give out map ditto using scale to find distances between cities. #20 and 21. 3. List ideas about how people can use scale for leisure activities. a. plan vacations b. take day car trips c. see relatives d. visit nearby points of interest e. go to sporting events 4. Give out New Jersey maps and have students choose three places they would like to visit. 5. Have students find the distances between each place and how long it will take to get there by automobile.	1. Map dittos #15, 20, and 21. Map Reading #1. Milliken Publ. 2. New Jersey road map.	1. Correct dittos #15, 20, and 21 together with students to determine where further teaching, if any, should be given. 2. Teacher-made test to determine skill mastery.

Careers & Leisure

Subject area competencies: Career awareness

Basic skills: Career clusters, discussion

Career development objective/indicator: 10.5A Shows how skills gained in leisure activities relate to careers.

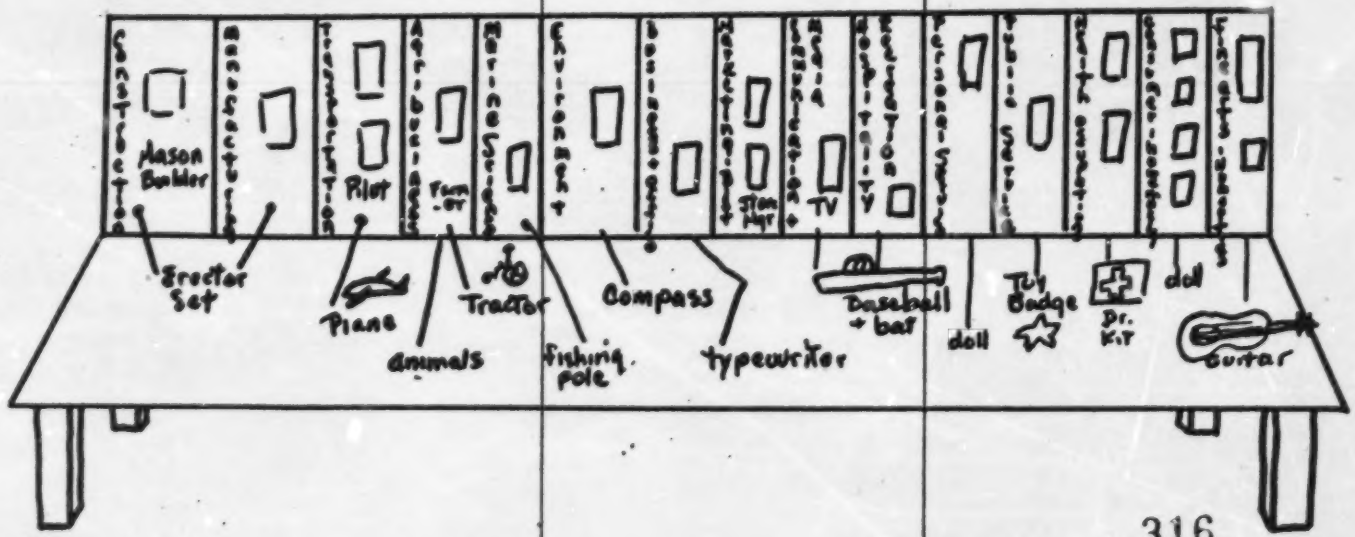
GOAL AREA Leisure Preferences

SUBJECT Social Studies/Language Arts

GRADE 4-6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Economics A. Career clusters 1. Construction 2. Manufacturing 3. Transportation 4. Agri-business 5. Marine Science 6. Environment 7. Business and Office 8. Marketing and Distribution 9. Communication and Media 10. Hospitality and Recreation 11. Personal Service 12. Public Service 13. Health Occupations	Day I. Give pils a list of the 15 career clusters. Have them discuss the jobs of family members or friends and place them within the clusters. Be sure to have several examples from each cluster. If students do not know any for some clusters, teacher should provide the information. Day II. Have students bring a favorite toy or game; or, draw a picture or cut a picture from a paper or magazine of a favorite game. Divide students into groups with similar toys. Have group determine which adult activity the toy or game reflects. Example: toy truck - transportation paint set - fine arts doll - consumer, homemaker	Dictionary of Occupations Newspapers and magazines Children's toys and games	1. Matching quiz (see attached) 2. Given a list of the 15 career clusters and a collection of, pictures of, or a list of their favorite toys and games, students will be able to determine that children's play reflects adults' work. 3. Children will identify their favorite toys and games and will categorize them according to the 15 career clusters after identifying their relationship to adult work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
14. Consumer, Homemaking 15. Fine Arts, Humanities II. Discussion of jobs of parents or friends A. Relation of jobs to career cluster III. Selection of toys or pictures of toys. A. Relation of toys to jobs of parents or friends B. Relation of toys to career clusters. IV. Display of toys as related to career clusters.	Day III (and IV if necessary): Make a display or bulletin board relating toys to career clusters.		



QUIZ

Directions: Put the letter of the occupations in the blank space by the Career Cluster to which it belongs.

Construction (B)	A. teacher
Manufacturing (K)	B. mason
Transportation (N)	C. barber
Agri-business (M)	D. supermarket checker
Marine Science (O)	E. stenographer
Environment (H)	F. doctor
Business/Office (E)	G. newscaster
Marketing and Distribution (D)	H. forest ranger
Communication and Media (G)	I. pop singer
Hospitality and Recreation (I)	J. housewife
Personal Service (C)	K. machinist
Public Service (A)	L. author
Health Occupations (F)	M. egg candler
Consumer, Homemaking (J)	N. pilot
Fine Arts/Humanities (L)	O. deep sea fisherman

3 Gold Medals for Wilma

Subject area competencies: Oral reading and comprehension

Basic skills: Reading, writing

Career development objective/indicator: 10.5A Relates the role of leisure to careers./ Shows how skills learned in leisure activities relate to careers.

GOAL AREA Leisure Preferences

SUBJECT Remedial Reading

GRADE 6

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Oral Reading II. Comprehenison Questions A. Vocabulary B. Synonyms	I. Read orally, "Three Gold Medals for Wilma," pp. 128-133 II. Complete comprehension questions, I-IV, pp. 133-136 orally. III. Activities A. Discuss with students that skills learned in leisure activities can help in careers. 1. Wilma in pursuing running developed certain skills. a. patience b. stamina c. determination d. perserverance e. following schedules 2. All these skills could help her in a career that she chooses. B. Ask students to list their leisure activities and the skills that they need for their hobby.	Reader's Digest Services, Inc., 1971. New Reading Skills Builder, Gr. 4 - Part 3, "Three Gold Medals for Wilma," pp. 128-136.	I. Discuss with students the skills that they listed for their leisure preferences and how those skills will help them in their future careers.

REFERENCES

HOW-TO BOOKS
Grades 4-6

Author	Title	Publisher
Margrie, J.	Pictures and Patterns	Raintree
Rauch, H.	The Lines Are Coming	Scribner
Ames, L.	Draw 50 Famous Cartoons	Doubleday
Evans, L.	How To Draw Prehistoric Monsters	Troubador
Fiarotta, P.	Be What You Want To Be!	Workman
Miller, L.	Make Your Own Thing ... Games, Puzzles, Gimmicks & Gifts	Messner
Gates, F.	Easy To Make Monster Masks and Disguises	Harvey
Thomson, N.	Fairground Games To Make & Play	Lippincott
Forbes, R.	Click	Macmillan
Wiseman, A.	Making Musical Things	Scribner
Jones, E.	Television Magic	Viking
Swayne, D.	I Am A Ballerina	Lippincott
Thomas, W.	So You Want To Be A Dancer	Messner
Brockel, R.	Now You See It	Brown

FICTION WITH A LEISURE THEME
Grades 4-6

Douglas, B.	Skateboard Scramble	Westminster
Ellis, J.	The Big Split	Nelson
Farrar, S.	Samantha On Stage	Dial
Fenner, C.	The Skates Of Uncle Richard	Random
Fitzgerald, J.	The Great Brain Does It Again	Dial
Holland, B.	The Pony Problem	Dutton
Landis, J.	The Sisters Impossible	Knopf
MacKellar, W.	The Soccer Orphans	Dodd
Phelan, T.	The Week Mom Unplugged The TVS	Four Winds
Robinson, N.	On The Balance Beam	Whitman
Schultz, C.	You're The Greatest, Charlie Brown	Random
Streatfeild, N.	Ballet Shoes	Random
Tolle, J.	The Great Pete Penney	Atheneum
VanSteenwyk, E.	Rivals On Ice	Whitman
Wibberley, L.	Little League Family	Doubleday
Winthrop, E.	Marathon Miranda	Holiday

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